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ABSTRACT

Growing out of concern about the increased absenteeism and poor achievement of a select population of students at Fox Chapel High School, Pittsburgh, Pennsylvania, this program aimed to decrease absences and improve student achievement and self-concept. It also involved a review of the climate provided for learning and of the teaching-learning process. An intervention strategy utilizing study teams made up of the director of pupil personnel services, a psychologist, a counselor, the school nurse, a remedial reading teacher, principals, and core teachers was developed. An individualized diagnostic-prescriptive approach was also used. The creation of a humanistic and affective school environment was of fundamental concern in the improvement of the students' self-concept. An evaluation of the model indicated that students did improve in attendance, achievement, and self-concept. (Author/JM)

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AN INTERVENTION MODEL TO IMPROVE SCHOOL ATTENDANCE AND ACHIEVEMENT

by

Robert D. Myers[1]

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Individual Practicum Report
South Park Cluster
Submitted August, 1979

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Preface

The educational establishment is currently suffering from a crisis in confidence. The taxpayer and the consumers of the educational system are expressing strong dissatisfaction with public schools. They cite declining test scores, abominable discipline, poorly prepared and uncaring teachers and escalating costs as evidence in support of their argument. They fail to see that the root of the many problems owes its very existence to our society itself.

School attendance is a case in point. In some of our larger cities, a 50 percent daily attendance rate has become common in the high schools. At the same time, the public fails to see that students cannot be taught when they are not present. The same public cannot understand why students today are so weak in the basic skills necessary for survival as an adult. When parents are queried about student absence, they frequently respond that they "can't do anything" with their child or that they "sent him to school."

This practicum effort was developed as a result of a noticeable increase in student absenteeism from Fox Chapel Senior High School. While the absence figures did not approach the extremely high rate experienced by the large cities, there was a feeling of urgency in the need to reverse the trend. An effort was made also to review the characteristics of the chronic absentee and then develop a better means of meeting his learning needs to increase achievement.

Through the cooperative efforts of parents, students, teachers and support personnel, a strategy emerged to improve student attendance and achievement. Hopefully, a mutual sharing of ideas and genuine concern for students will go far to stem the crisis in confidence from which the educational profession is so greatly suffering today.

CHAPTER I

THE PROBLEM

Fox Chapel School District, a suburban Pittsburgh school system, is the site of the proposed practicum. The district was created as a result of a merger of six districts that was mandated by the Commonwealth of Pennsylvania in 1966. There are seven elementary buildings, two junior high schools and one senior high consisting of grades ten, eleven and twelve.

The socio-economic background of the students served by the educational program is extremely diverse and ranges from the very poorest in Allegheny County to some of the most affluent in the entire country. The reputation of the district is that of being wealthy since the name of the district was derived from wealthy Fox Chapel Borough to enhance the sale of school authority bonds after the merger.

Approximately 85 percent of the cost of the school program must be met through local taxation. With the reputation of affluence, the district also enjoys the reputation of having a quality educational program. Outsiders generally guess that 80 or 90 percent of the high school graduates enter some form of post high school education, while actually only 52 percent of the class of 1978 did so.

The curriculum for the approximately 1600 students in the high school is broad-based to meet a variety of learning needs. Approximately 260 course offerings have been provided (appendix A,

P. 86). The staff consists of one hundred teachers, six guidance counselors, a vocational counselor and three principals. A principal has total building level responsibility. There are also two assistants who have job descriptions (appendix B, p. 88) that are essential to the successful operation of the school program. Additional support personnel include a core learning teacher, remedial reading teacher, speech therapist, nurse, psychologist, and director of pupil personnel services.

During the Spring of 1978, the writer, who also serves as the high school principal, noted an increase in the rate of absenteeism from school and a report was prepared to alert the director of secondary education of that concern (appendix C, p. 91). At the conclusion of the school term, the percentage of attendance for each grade level was compared with the annual percentage of attendance for the four previous years which represented the term that the writer served as principal (Table I).

The percentages indicated that attendance improved by grade level for the tenth and twelfth grades and remained constant for the eleventh grade between 1973-74 and 1974-75. Between 1974-75 and 1976-77, the percentage of attendance remained constant for tenth grade, improved slightly for the twelfth grade and declined slightly for the eleventh grade. Between 1976-77 and the end of the 1977-78 school term there was a decline in attendance for all grades. Specifically, the percentage of decline for tenth grade was 3.0 percent, 3.3 percent for the eleventh grade, and 3.7 percent for the twelfth grade.

A further comparison of attendance percentages, Table II, was made with other north suburban Pittsburgh school districts for the

TABLE I

ANNUAL PERCENTAGE OF ATTENDANCE

Fox Chapel Senior High School

Years	Grade 10	Grade 11	Grade 12
1973-74	92.3	91.8	89.6
1974-75	92.7	91.8	90.5
1975-76	92.7	91.8	90.6
1976-77	92.7	91.2	90.6
1977-78	89.7	87.9	86.9

TABLE II

ANNUAL PERCENTAGE OF ATTENDANCE

North Suburban School Districts

District	Grade 10	Grade 11	Grade 12
1 SHALER	92.4	91.3	89.4
2 DEER LAKES	93.4	91.3	92.3
3 NORTH HILLS	90.3	92.4	90.0
4 NORTH ALLEGHENY	93.5	91.6	89.7
5 HAMPTON	95.3	92.1	95.0
6 AVONWORTH	95.2	95.0	94.1

1977-78 school term. The districts were Shaler, North Hills, North Allegheny, Avonworth, Hampton and Deer Lakes. These districts were selected for the comparison because they are all in the geographical vicinity of Fox Chapel and form the Northern Area Special Purpose Schools Consortium. All feed into a single area vocational-technical school and share special education facilities which are financed and operated by the consortium. The comparison shows that Fox Chapel High School had the poorest attendance of the schools in the group.

The comparison of the percentage of attendance by grade and the increase noted in the rate of absenteeism during the year caused the writer to become more interested in the chronic absentee. To further explore the problem, an analysis was completed of attendance and grade point average by grade level (appendix D, p. 93). The writer idenified those students who were absent more than thirty days of school and had achieved a grade point average between 0.00 and 1.99 on a 4.0 grade point scale. There were 116 students in this group.

The Student Attitude Survey - Acceptance of Self Scale was administered to each of the 116 students. A total of seventy six or over half of the group scored within a range that denoted a less than desirable self-concept. The instrument is further explained in the chapter dealing with strategy. The Stanford Test of Academic Skill (Level II, Form A) was administered to the group also. A bivariant analysis of achievement and mental ability was completed to indicate how well each student achieved in relation to his academic ability. The comparison of the stanine results of the Otis Lenon Mental Ability Test with the stanine results of the Test of Academic Skills was made to determine how well each student responded to instruction in relation to his own level of mental ability. The bivariate analysis provided a means to predict student achievement. Some form of special help or instruction could then result in students attaining their expected performance as measured by pre- and post-participation performance results.

Table III contains the results of the data collected for each of the students, which has been divided into two groups. Group A consists of the seventy-six who scored in the less than desirable area (less than fifty) on the self-concept survey and Group B consists of the additional forty who scored within the satisfactory level (above fifty) in self-concept.

In examining Table III, Group A, the first column denotes the grade level in which the student is enrolled and the Arabic numeral identifies the student. The column labeled Days Absent denotes the total number of days absent during the 1977-78 school year. The third column, Grade Point Average, indicates the students' cumulative grade point average on a 4.0 scale for the 1977-78 school year. The score on the Acceptance of Self Scale is shown in the fourth column. The Otis Mental Ability score represented in a stanine conversion appears in the fifth column. The results of the Stanford Achievement Test reported in stanine scores for reading, English and mathematics are found in the last three columns.

To interpret the data for Group A student number 1 in the twelfth grade, as an example, the individual missed sixty-five school days during the 1977-78 term, had a cumulative grade point average of 0.37 on a 4.0 scale, scored 35 on the Acceptance of Self Scale, had an Otis I.Q. stanine score of 5, stanine scores in English and reading of 4 and a math score of 3. The data on the student indicate that he has a less than desirable self-concept and if he were achieving to his potential, would have achievement test scores that were the same or possibly higher than the stanine score of the Otis Mental Ability Test. The information for forty additional students is found in Group B. It is reported in the same manner as the data in Group A, with the exception that all of the participants in Group B scored within the satisfactory range on the Self-Concept Scale.

As the results are examined for each student, it should be noted that each of the numerals contained in parenthesis denotes the student has achieved below his expected level of achievement in relation to his mental ability as reported by the three specific areas of the Stanford Test of Academic Skills. Each student in the target group of 116 demonstrated inadequate performance in some or all of the achievement test categories.

Subsequent to the identification of the student absentees, a meeting of the guidance counselors and principals was convened to explore the chronic absentee problem, the reason why the students were not experiencing more scholastic success and what could be done within the school program to effect a positive change in student behavior.

From the meeting, a number of concerns were identified:

1. Fox Chapel High School was experiencing the trend toward declining attendance which has been occurring nationwide. A plan to improve the school attendance pattern was needed
2. An intervention program was required to assist students who experienced poor academic success
3. The communication between counselors and principals concerning individual students was not effective and there was a lack of direction in the effort to help individual students

4. Counselor loads were assigned alphabetically by grade and student assignments changed each school year resulting in minimal opportunity for counselors to really get to know students. Administrators had varying responsibilities with respect to students. The two assistant principals were chiefly responsible for discipline. The principal was involved in disciplinary situations only when they became critical. There was no articulated plan for administrators and counselors to work together in a routine direction for the benefit of students

5. Each of the support personnel specialists functioned independently of the other. The psychological service component of the school district was totally inadequate in meeting student needs. The counselors related that only one referral for evaluation had been made in the past three years because of delays between referral, evaluation and action. There was little contact between the counselors and the psychologist and no coordination of the utilization of resource personnel within the school

6. The behavior of many of the identified students was similar to that demonstrated by students who eventually drop out of school

The prime goal of any school is the educational growth and development of the students. All of the persons within the school community share in this responsibility. It is obvious that the students of Fox Chapel High School have not received the maximum benefit of the expertise of the staff. Specifically, there was a need for

1. Better communication between counselors and principals concerning students

2. An effective utilization of all staff, especially support personnel, for the benefit of the students

3. Improvement in student academic achievement among the target group members

4. Improvement in student attendance among the target group members specifically and the entire student body generally

TABLE III

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 12 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
1.	65	0.37	35	5	(4)	(4)	(3)
2.	32	0.60	23	3	(2)	(2)	3
3.	46	0.57	49	6	(3)	(4)	(5)
4.	47	1.83	47	8	(6)	(5)	(7)
5.	55	0.96	43	4	(2)	(2)	(1)
6.	57	0.52	29	4	5	(3)	(3)
7.	38	1.80	36	5	(4)	5	5
8.	47	1.50	45	4	(2)	(2)	(2)
9.	46	1.72	47	5	5	(4)	5
10.	62	1.59	36	4	(3)	(3)	(3)
11.	61	0.44	25	7	(5)	(4)	(4)
12.	36	1.08	41	4	(3)	(3)	4
13.	71	0.55	33	5	(4)	(4)	(3)
14.	49	1.00	47	4	5	(3)	4
15.	47	0.46	30	8	8	8	(7)

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 12 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
16.	72	1.03	41	7	(5)	(4)	(6)
17.	33	1.38	45	4	4	4	(3)
18.	63	1.04	37	5	5	(3)	(3)
19.	53	1.09	45	6	(4)	(3)	(2)
20.	34	1.91	49	5	7	(4)	6
21.	52	0.51	25	3	(2)	(2)	(2)
22.	70	1.03	38	5	(1)	(2)	(2)
23.	65	1.55	29	5	(4)	(3)	(3)
24.	61	0.16	40	4	4	(3)	(3)
25.	43	1.25	38	6	(4)	(4)	(2)
26.	31	1.86	40	6	(5)	(5)	(5)

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 11 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
1.	58	0.65	35	4	5	5	(4)
2.	31	1.47	39	4	(3)	(3)	4
3.	60	1.23	42	6	(5)	(4)	(4)
4.	46	1.49	37	4	5	(3)	5
5.	32	1.48	48	6	6	(5)	(4)
6.	39	1.77	49	4	4	4	(2)
7.	33	1.20	45	6	(4)	(4)	(4)
8.	33	1.08	28	5	5	(4)	5
9.	31	1.48	33	6	(4)	(4)	(3)
10.	32	1.77	39	6	(3)	(4)	(2)
11.	46	0.29	24	5	(4)	(4)	5
12.	35	1.65	41	4	(3)	4	4
13.	51	1.51	45	5	(4)	(3)	(3)
14.	46	0.93	28	5	(4)	(4)	5
15.	33	1.44	37	4	(3)	(3)	(3)
16.	40	1.88	45	5	5	(3)	(4)

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 11 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
17.	33	1.82	49	6	7	(4)	6
18.	43	0.62	35	4	4	(3)	4
19.	37	1.18	38	6	(3)	(3)	(2)
20.	33	1.58	40	6	(5)	6	(5)
21.	43	1.76	49	5	(3)	(4)	(3)
22.	54	1.65	44	5	(4)	(4)	5
23.	41	1.12	46	7	(5)	(5)	(4)
24.	35	0.68	42	7	(6)	7	(6)
25.	37	1.72	35	5	(2)	(2)	(3)
26.	42	1.00	33	5	(4)	5	5
27.	70	0.17	24	5	6	(4)	(4)
28.	33	1.51	40	5	(4)	(3)	(4)
29.	31	1.96	49	3	(2)	(2)	3
30.	63	0.40	36	3	(2)	4	3

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 10 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
1.	31	1.80	40	6	(4)	(3)	(4)
2.	65	0.50	15	2	2	(1)	(1)
3.	33	1.24	35	3	(2)	3	(2)
4.	40	1.31	45	3	3	(2)	4
5.	44	0.90	23	5	(3)	(2)	(3)
6.	43	1.60	41	4	(3)	(3)	(3)
7.	38	1.43	46	6	(5)	(5)	6
8.	35	1.66	48	4	(1)	(2)	(2)
9.	48	0.99	33	3	(2)	(2)	(2)
10.	39	1.43	37	5	(3)	(4)	(4)
11.	36	1.89	40	7	(5)	(4)	(5)
12.	39	1.41	33	4	4	4	(2)
13.	39	1.75	42	5	(3)	(2)	(3)
14.	57	1.78	33	9	(7)	(6)	(7)
15.	55	1.88	39	5	(3)	(3)	(4)
16.	61	0.98	21	3	(2)	(1)	(2)

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 10 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
17.	32	1.92	34	6	(4)	(4)	(3)
18.	50	1.95	38	7	(6)	(5)	(5)
19.	70	0.25	18	4	(3)	4	(2)
20.	32	1.83	38	6	(5)	(4)	(4)

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP B

Grade 12 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
1.	60	1.50	89	6	6	(5)	6
2.	47	1.05	76	4	(3)	(3)	4
3.	38	1.55	53	5	5	(4)	(4)
4.	60	1.21	71	6	(4)	(4)	(5)
5.	63	1.04	75	6	6	(5)	6
6.	61	0.95	68	4	(2)	(3)	(3)
7.	36	1.51	51	5	5	(4)	5
8.	58	0.75	60	4	(3)	4	4
9.	56	0.90	59	4	(3)	(3)	4
10.	71	1.00	71	5	5	5	(4)
11.	52	1.25	78	6	(5)	(5)	6
12.	43	1.50	64	7	(6)	(6)	(5)
13.	61	0.95	71	6	(5)	(5)	6
14.	62	1.33	73	5	5	(4)	(4)
15.	32	1.20	57	5	5	5	(4)

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP B

Grade 12 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
16.	35	1.45	63	5	(4)	(4)	5
17.	65	1.05	68	7	(6)	(6)	7
18.	45	1.49	61	4	(3)	(2)	(2)
19.	43	1.33	78	5	5	(4)	6
20.	65	0.45	69	4	(3)	(2)	(3)
21.	37	1.33	57	6	(5)	6	(5)
22.	50	1.25	63	5	(4)	5	6
23.	31	1.75	90	5	6	6	(5)
24.	63	0.75	73	4	(3)	(3)	(2)
Grade 11							
1.	32	0.49	58	5	(4)	(4)	(4)
2.	41	0.98	61	6	(5)	6	6
3.	62	0.45	65	3	(2)	(2)	(2)
4.	38	0.41	59	5	(4)	(4)	(4)

TABLE III (Continued)

PRE-PARTICIPATION DATA OF TARGET POPULATION

GROUP B

Grade 11 Student	Days Absent 77-78	Grade Point Average 77-78	Score on Attitude Toward Self Scale	Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)	Stanford English (Stanine)	Stanford Math (Stanine)
5.	47	1.05	78	6	6	6	(5)
6.	60	0.45	60	5	(3)	(4)	(3)
7.	48	0.49	67	5	5	(4)	5
8.	62	0.65	70	5	(4)	(4)	(3)
9.	68	0.75	55	4	4	(3)	(3)
10.	53	0.33	69	5	(3)	(3)	(3)
11.	31	0.95	72	5	(4)	(3)	(4)
12.	62	0.49	84	5	5	5	(4)
13.	70	0.25	53	3	(2)	(2)	(2)
14.	65	0.33	54	4	(3)	(3)	(2)
Grade 10							
1.	63	0.99	53	3	3	(2)	3
2.	50	1.05	61	4	(3)	(3)	(3)

CHAPTER II

OBJECTIVES

The objectives for the project were selected because they, in the judgement of the writer, best satisfied the determined needs.

Process

1. A study team model will be developed and implemented at Fox Chapel High School utilizing counselors, teachers, principals and special service personnel.
2. The principal-counselor study team will meet four times during the school year to review the educational program for each student in the target population, further diagnose learning needs and prescribe a plan for overcoming the deficiencies as revealed by teacher and standardized test results.
3. Parent, student and faculty representatives will participate with the principals in three workshop sessions that will result in the formulation of an attendance statement which will be recommended to the board of school directors for adoption as district policy.
4. All personnel attending the study team meetings will evaluate them at the conclusion of the scheduled meetings using the evaluation form for the purposes of giving on-going evaluation and direction as the project progresses.

Terminal

1. As measured by pre-post results of the Stanford Test of Academic Skills in reading, English and mathematics, 90 percent of one hundred sixteen students in the target population will attain their expected level of achievement.
2. In a comparison of final grade point averages between the 1977-78 and 1978-79 school years, 90 percent of the students in the target population will improve one letter grade.
3. Of the seventy-six students in the target population who scored less than fifty on the pre-test score of the Student Attitude Survey - Acceptance of Self Scale, 90 percent will increase their post test score 50 percent from the pre test base score.
4. In a comparison of the individuals' attendance reports of the 1977-78 and 1978-79 school years, 90 percent of the students in the target group will show a decline of 50 percent or more in their rate of absenteeism.
5. In a comparison of year end attendance figures, the percentage of school attendance will improve for:
   grade 10 - from 89.7% (1977-78) to 92.7% (1978-79)
   grade 11 - from 87.9% (1977-78) to 91.8% (1978-79)
   grade 12 - from 86.9% (1977-78) to 90.6% (1978-79)

CHAPTER III

STRATEGY

The strategy for the program was developed after reviewing available literature related to the topic. Literature searches were conducted through Nova University, Educational Research Service, Incorporated, and Research and Information Services for Education on subject matter related to the practicum effort.

The organization most closely concerned with student attendance problems is the National Association of Secondary School Principals.[1] It pointed out that membership in 1973 and 1974 ranked poor attendance as the most perplexing student problem by a ratio of two to one over discipline. The report indicated that health experts estimate that a normal rate of absenteeism would be seven to nine days for each student or 4 percent to 5 percent a year. Students who would exceed this rate because of long-term illness would amount to less than 1 percent per year of the total enrollment. Absences of 10 percent to 15 percent a year are not uncommon, with the rates in urban areas going as high as 30 or 40 percent.

Absence from school is not just a passing concern of principals. A study by Educational Research Service, Incorporated,[2] on attendance revealed that absence from school does have a negative effect on learning as measured by standardized achievement tests. The study conducted in Philadelphia schools found:

1. Unexcused absences at the eighth grade level have a negative effect on those who scored 5.0 and above on the sixth grade test and the effect is greater for

higher achievers. Unexcused absences that total five more per year means .78 months less growth to a pupil who scored 5.0, 1.69 months less growth to a student who scored at grade level (at 8.0)

2. For all pupils in the eighth grade, ten additional days present means .53 months more achievement growth

3. At the twelfth grade level, absences have a negative effect on achievement. Absences totaling five per year means .4 national percentile points less growth in achievement

4. Lateness has a negative effect on achievement and the effect is stronger for higher achievers

In an analysis of data on the quantity of schooling and pupil achievement, Wiley and Harnischfeger[3] attempt to explode the myth that school has little or no effect on its students. The following output measures were used: verbal ability, reading comprehension and mathematics achievement. The results of their analysis indicate that in terms of typical gains in achievement over a year's period in schools where students receive 24 percent more schooling, they will increase their average gain in reading comprehension by two-thirds and their gains in mathematics and verbal skills by more than one third. The tremendous effects of this study indicate that the amount of schooling a child receives is a highly relevant factor for his achievement.

One of the factors cited in the literature focused on the long-term effect of poor achievement beginning in the early school years. This situation creates a cumulative deficit in linguistic and cognitive development and significantly affects the achievement performance at the high school level. Elementary records for the students in the target group were examined by the writer and revealed that 10 percent of the group experienced early school achievement difficulties. The effect of the cumulative deficit, in the writer's judgement, would prevent this group of students from attaining their expected performance level on the post achievement test even though their attendance might improve. This situation will also result in 10 percent of the students not improving in their grade point averages from the 1977-78 to 1978-79 school years.

While absenteeism can be a symptom of an inadequate curriculum, some schools with broad and flexible programs continue to face severe attendance problems. The National Association of Secondary School Principals[4] opined that growing absenteeism has deep roots leading in many directions. It has an influence on an entire spectrum from pupils whose education is affected, teachers whose instruction is disrupted, principals who must account for empty desks, superintendents who must rely on attendance for state aid, judges who must deal with truancy cases, to merchants who complain of daytime financial losses due to student loitering.

Research on absenteeism has further found that:

1. Absenteeism is on the increase
2. Absenteeism for the second semester is higher than the first
3. With each succeeding class and age group from the ninth grade through the twelfth, absenteeism increases
4. Students who live with both parents generally have a lower rate of absenteeism than those who live with one parent or guardian
5. Students in the college preparatory program generally have the lowest rate of absenteeism followed by students in the business education and general program
6. For senior students, absenteeism is lowest for students with the highest I.Q. scores and for students in the highest class ranks in achievement

7. Students who participate in school-sponsored athletic and non-athletic activities generally have lower rates of absenteeism than those who participate in but one or none of the activities

8. The poorer the student's personality rating by the teachers, generally the higher rate of absenteeism

Some suggestions were offered to curb student absenteeism. They include:

1. Ask teachers to call home if a student's attendance pattern is creating academic problems

2. Schedule special events on Mondays and Fridays to encourage attendance

3. Expand educational alternatives to include community service and other action-learning programs

4. Establish counseling groups for the chronically absent

5. Inform students that employers will ordinarily contact the school for attendance data

The National Association of Secondary School Principals also described procedures employed by schools which were making some headway on curbing excessive absenteeism. The elements of the successful policies were as follows:

1. The policies are strong. When little or nothing is done about attendance, the problem gets worse

2. Participation in the formulation of an attendance policy is broadly based and involve administrators, teachers, parents, and students

3. Policies clearly specify in writing attendance expectations and delineate the outcomes of poor attendance

4. Policies are well publicized

5. Policies are continually enforced

6. Immediate follow-up is made on an absence by a letter or a telephone call to the home

The successful procedures for improving attendance led to the writer's establishment of the objective to involve parents, students, faculty and administrators in developing a policy statement that contained the elements suggested by the National Association of School Principals. The objective of a 50 percent or more decline in absence among 90 percent of the target group was also established and felt to be realistic with the increased emphasis upon attendance and the other aspects of the practicum to positively influence the students' attitude toward school and learning. The writer concluded, however, that the group of 10 percent who experienced early school problems and continued negative school experience would not show a 50 percent decline in their rate of absenteeism.

The objective dealing with improvement in attendance for the entire school population was judged to be a justifiable objective. The writer felt that a logical goal for total school attendance was improvement in the percentage of each grade level's attendance from the 1977-78 figures to or exceeding the highest level attained during the writer's five-year tenure as principal of Fox Chapel High School.

The problem of attendance has become so critical during the past several years that the question of the value of compulsory education has also been debated. Johnson[5] and Piatt[6] agree that such regulations contribute little to the achievement of the basic goals of education. The Panel on Youth of the President's Science Advisory Committee and the Report of the National Commission on the Reform of Secondary Education also questioned the role of schools as custodial institutions. Johnson cited the National Commission's belief that the nation does not need laws that force adolescents to go to school, but that it needs schools and school-related programs that make adolescents wish to come.

The literature also points to the economic and social consequences of abolishing compulsory education. Whatever the right or wrong answer may be is really unimportant because only one state, Mississippi, does not have a compulsory school attendance law. The fact that the value of keeping students in school is debatable does not guarantee that those with a history of poor attendance would be any more successful without some intervention strategy that addressed itself to the needs of students.

Curtis and Altman[7] indicate that the development of an adequate self-concept has important implications throughout the child's educational years. They report that findings of many research investigations support the conclusion that academic success or failure is deeply rooted in self attitudes. Extensive research on self concept and school achievement (Brookover, Patterson and Thomas,[8] Brookover, LePre, Hamachek, Thomas and Erickson,[9] Brookover, Erickson and Joiner[10]) suggests that human ability may not be the most important factor in achievement and that pupils' self-attitudes definitely limit their performance in school. The studies of Fink,[11] Campbell[12] and Bledsoe[13] also point to a relationship between self-concept and academic achievement.

Maltz[14] professed that the self-image is the key to human personality and human behavior. The self-image sets the boundaries of individual accomplishment. It defines what one can and cannot do. Expand the self-image and you expand the area of the possible. Maltz alluded to the studies of Prescott Lecky, one of the pioneers of self-image psychology. Lecky believed that if a student could be induced to change his self-definition, his learning ability should also change.

Hamachek,[15] in reviewing the relationship of self-concept to school learning, summarized the major conclusions of seven different self-concept studies:

1. In terms of their perception of self, individuals have a definite commitment to perform as they do. Other things being equal, those who do not achieve choose not to do so, while those who do achieve choose to do so
2. There was a significant positive relationship between immature self-concepts and reading disabilities in a third and sixth grade class
3. There was a significant positive relationship between high self-concept and school achievement in a group of 102 fifth and sixth grade children
4. There was a significant positive relationship between self-concept of ability and school achievement over a six-year period from grade six
5. Measures of self-concept and ratings of ego strength made at the beginning of Kindergarten were found to be more predictive of reading achievement two and one-half years later than were measures of intelligence
6. Male achievers feel more positive about themselves than do male underachievers
7. Underachieving academically capable high school boys were found to have more negative perceptions of self and others and were less emotionally stable than achievers

Wilhelms,[16] commenting on individuality, indicated that a wholesome climate for growth is essential for each child.

> We believe that the minimum essentials of such climate are rich stimulation, responsible freedom growing with the years, the support of love and acceptance, a balanced pattern of success experiences, encouragement to make commitments beyond oneself, and opportunities for steady deepening of self-insight. If the school can provide them, the chances for full growth are excellent; if it cannot, there will always be some crippling, some falling short of what might have been.

The body of literature on the importance of self-concept resulted in the decision to test the target group members on their perception of "self." For that purpose, the Student Attitude Survey (appendix E, p. 96) developed by Research for Better Schools, Incorporated, was chosen. The entire questionnaire was completed by the students, but only the Acceptance of Self sub-scale was used in the evaluation. The range of scores for interpretation was:

100-90 - high self-concept
89-70 - above average self-concept
69-50 - average self-concept
49-30 - below average self-concept
29-0 - low self-concept

An objective was developed that 90 percent of the students who scored in the less than desirable range (49-0) of the scale would improve their self-concept score 50 percent on the post-test. This was decided because school records revealed that 10 percent of the students had such a poor school experience and achievement deficit that they were not expected to respond to the intervention system. In some cases, a 50 percent improvement on a post-test score might remain within the less than desirable range, but would indicate significant improvement for the student and movement in a positive direction.

While self-image is deemed to be an important element in school success, it cannot be assumed to be the sole determinant of academic achievement. With that in mind as the proposal was conceptualized, two primary strategies were strongly considered to develop a wholesome climate for growth. The first focused exclusively on a teaching model and the second focused on a pupil personnel model.

The first approach dealt with the actions of teachers in selecting and creating opportunities for theory-based learning experiences that could enrich the thinking and acting dimensions of teaching and promote certain kinds of learning. An example of this would be social-interaction or behavior modification/cybernetic models. That direction would require the teachers to become familiar with a variety of teaching models that are based on specific theories of how people learn, grow and develop. The selection of one model to meet student needs within the context of the practicum effort could create many problems however. If, for example, Bruner's Concept Attainment Model were selected, the teachers may not have the skill or the will to utilize the model. The fact that the teachers might become frustrated and respond negatively toward the students caused the writer to discard the idea of adopting a formal model of teaching.

The second major strategy consideration focused on the development of a strong pupil personnel model as the thrust to meet student needs. While it had definite potential to deal positively with the affective domain and was found to have a positive influence on achievement, it was felt to be generally weak in providing the impact desired in the area of cognitive improvement for the target group.

The acceptable plan of strategy included elements from both of those that were considered individually. In that light, the writer chose to pursue a counseling and study team approach, borrowing from the pupil personnel dimension and a diagnostic-prescriptive approach as a delivery system employed to help students develop in the cognitive domain. A particular model such as Individually Guided Education (IGE) or Program for Learning in Accordance with Needs (PLAN) was not selected because the need to minimize teacher anxiety and frustration was felt to be important to the success of the practicum effort.

The basic concepts of individualized instruction are simple and familiar to the high school faculty. They would be most receptive to this strategy in working with their students. Elliott and Brown[17] explain the elements of individualized instruction:

> The teacher must determine what learning strengths and weaknesses the student is bringing with him into the learning situation. Further, the teacher must determine what is appropriate and necessary for students to learn. In short, diagnosis means that the teacher and student determine where the student is and where he needs to go.
>
> Once the diagnosis is made, the teacher makes a prescription matching the needs, strengths and weaknesses of the student, with the learning activities available to the teacher and learner. The prescription defines how the student will get from where he is to where he expects to go.
>
> Upon completion of the learning activities, the evaluation dimension measures how the learner achieved his prescribed goal. The evaluation serves as the culminating experience for the unit completed and as a springboard to the diagnostic phase of the next unit.

Borrowing from the pupil personnel model, the case conference or study team procedure used primarily at the elementary school level has been reported as an effective approach to coordinate the work of school staff members. This procedure enables an effective teaming of all the services of administration, instruction, pupil personnel and out-of-school resources.

The merits of the case conference procedures to help students are stated by Eiserer[18] as follows:

> While group problem-solving is not inherently superior to individual effort, in many situations the case conference is an invaluable device with virtues of its own. It is necessarily the case that each member of the school learns about a pupil under limited circumstances. The teacher, the nurse, the special teacher, the principal, and others acquire particular perceptions of a pupil based on their contacts with him. Since each staff member also enacts a different role in the total educational enterprise, he is likely to view a pupil with the expectations relevant to his own role.

> By bringing together and sharing with one another the varied perceptions, beliefs, and conclusions about a pupil which have developed out of their relationships to him, the school staff can hardly help but develop a somewhat more comprehensive picture of the pupil than can one person alone. Different views of the pupil can be appreciated as resulting both from the different contexts in which the pupil is observed by different persons, and from the fact that the pupil may behave differently in various situations. Conflicting views may be resolved through an awareness that two views may not be conflicting but complementary. Members in a case conference are frequently observed to modify their views after receiving additional data from others. Such changes in belief or attitude may occur imperceptibly as the group engages in the process of problem-solving.

White and Harris[19] list certain principles which should underlie the philosophy of staff conferences if they are to proceed constructively.

> 1. No one service should consider itself as predominant in its interest in, or responsibility for, the child. The staff conference offers an opportunity for sharing ideas and reaching mutual decisions
> 2. The staff conference is itself another step in the process of helping a child, not a conclusion or a means of disposing of a student's problem
> 3. Rules of confidentiality must apply. The material discussed at the conferences is for the use of the people present and should be communicated or applied elsewhere only insofar as the conference as a whole has judged this to be advisable
> 4. The members are there to offer the information they have obtained, and to obtain information from the other members. Their ultimate goal is to make recommendations that may assist the student toward more successful adjustment, and this can be accomplished only after thorough consideration of all points of view. It is not helpful to our discipline to enter the conference with a predetermined decision, to be forced upon the others

A further expansion of the team approach to diagnosis and prescription in remediation for learning disabled students was discussed by Kappelman.[20]

> The flexible team approach was not seen as a medical, educational, psychiatric or social work model. It was strictly an interdisciplinary team model in which each member works to put

> together parts of the learning disorder puzzle presented by the individual child. The cases are conferenced by the team within the school environment where the educational needs are diagnosed and the prescription is discussed, written and implemented on site. Any member of the team or a combination of the team may become responsible for the implementation and monitoring of the team suggestions which eminate from the individual child conference. Reevaluation and reassessment of diagnosis and progress are undertaken by the team on a regular basis, usually every three to six months.

The great amount of literature that is associated with the educational programming for gifted students also is applicable to the development of strategy for the target students at Fox Chapel High School who also are exceptional in their learning needs. One such program developed by the Idaho Department of Education,[21] which serves as an example of many, discussed the activities developed for individualized educational plans for exceptional children. It utilized a child study team approach with diagnosis and prescription to benefit the learner.

Counseling was also identified in the professional writings as an important tool to change student behavior. Counselors were found to be effective change agents through individual as well as group guidance and counseling activities. Miller,[22] in a discussion of factors producing discrepancies between potential and performance, indicated that:

> Children may enter school conditioned to failure. As a result they react to challenging situations with anxiety or hostility. Many find it so difficult to cope with test situations that identification of potential becomes difficult. Others may have developed behaviors designed to convince adults that they don't like school, don't want to learn and that no one is going to "make" them. Counselors can be effective in helping students to adjust.

Since underachievement is often so closely related to emotional problems, counseling can contribute to improved achievement by helping students gain new courage as they achieve a sense of personal worth. Sometimes a student can be helped to see that he has ability and that someone values him as an individual. The anxious student often needs a safe setting in which to examine his fears. A counselor working with him can help him gain a more realistic evaluation of himself and of his performance in school. When working with groups, the counselor can take advantage of the group dynamics to gain results. The groups provide an excellent means for improving staff-student interpersonal relations, communication skills, problem-solving modeling and role-playing.

Mahler and Caldwell[23] suggest that the attitudes of people toward each other, toward education, and toward themselves provide the counselor with a rich opportunity to employ emotions in problem-solving processes.

> His skills and talents can be used to develop situations that will encourage favorable attitudes toward helping youth realize their maximum potentialities. Guidance programs have as one of their major functions, the prevention of student behavior that is self-defeating and ineffective. Group counseling can best succeed in an atmosphere that readily accepts the idea of setting up groups with prevention as well as development in view.

On the frequency of group meetings, the authors indicated that psychological research on learning would support the idea of meeting one period a week or every two weeks and that students have sufficient needs and concerns to keep the group going with the counselor taking cues from individual students and turning them into discussions.

In Rockford, Illinois, an "Achievement Motivation Program"[24] focused on discussion groups designed to stimulate a positive self-image among students. Students learned that failure could be diminished by developing wholesome attitudes and meaningful goals. They learned that success was achieved by setting goals, developing a plan of action, and working hard. Topics were introduced to develop discussion. The project resulted in improvement in academic achievement, student attitudes, attendance, and the personal adjustment of the participants.

The literature also supported the relationship between the provision of special school services and student achievement. Guthrie[25] reviewed seventeen studies and indicated that he and his colleagues were impressed with the amount and consistency of evidence supporting the relationship between school services and their impact upon the academic performance of pupils. The case conference and team approach lends support to the writer's objective to reorganize the high school guidance and administrative staff structure for the development of a study team and multi-discipline approach to more effectively serve students.

The literature review revealed four distinct areas as a conceptual framework on which the procedure to develop some form of intervention should focus. Those areas are as follows:

1. Absenteeism from school has a negative effect upon achievement. It is a growing concern nationwide but can be dealt with most effectively through a fully developed, strong and well publicized policy statement. Telephone calls by school personnel and letters directed to the home can help to improve attendance
2. The self-concept is an important dimension in school success. A means of improving the self-concept is important for the benefit of students
3. A closer working relationship of all staff members in an interdisciplinary team is an effective means of improving the educational growth and development of students

The writer recognizes that the school does not control all of the social forces affecting the lives of children that have resulted in poor attendance and impaired achievement. The school is able to work with the youngsters in those domains under its control that affect growth in learning however, only if the youngsters are in attendance.

CHAPTER IV

PROCEDURE

The writer, with the approval of the Superintendent, assumed the leadership role in the development of a project to improve student attendance and achievement. The development of the program was guided by the needs of the Fox Chapel students and its structure was rooted in the professional literature.

A group of teachers, parents, students and administrators participated in the development of an attendance policy (appendix F, p. 98) which was submitted to the Board of School Directors for adoption prior to the opening of the school term. In addition, the principal-counselor responsibilities for the high school were restructured prior to the opening of the school term enabling the eleventh and twelfth grade students to remain with their counselors from the previous year. The arrangement consisted of the principal and each of the two assistants sharing a grade level responsibility with two counselors. The principal and counselor team remained with the same group of students grade ten through graduation.

Grade 12
Mr. Myers (Principal)

Counselors

Mr. Territo	Miss Hall
Students A-K	Students L-Z

Grade 11
Mrs. Gillette (Assistant Principal)

Counselors

Mr. Durand	Mrs. Kail
Students A-K	Students L-Z

Grade 10
Mr. Grindle (Assistant Principal)

Mr. Boyle	Mrs. Kelhofer
Students A-K	Students L-Z

A half-day in-service program was held for the faculty prior to the beginning of the school year. The school psychologist, director of pupil personnel services and a consultant presented information and engaged the staff in activities designed to focus on the student-teacher relationship. Active listening, positive reinforcement, and success-oriented student learning experiences that would lead to the development of a stronger self-image were covered in the program.

The selection of students to participate in the project was made from the pool of students who earned less than a 1.99 grade point average and missed more than thirty days of school during the previous school year. None of the students experienced an extended period of illness that prevented regular school attendance.

Early in the school year, these students completed the Stanford Achievement Test and the Student Attitude Survey. Parental approval was sought, according to district policy, for the youngsters to participate in the project. A letter (appendix G, p. 103) explaining the project was sent to the parents, and approval was received for one hundred sixteen students to participate.

The study team effort was organized and implemented prior to the opening of school. The team members consisted of the director of pupil personnel services, psychologist, counselors, school nurse, special teachers on staff and the grade level principals. The function of each of the team members was as follows:

Director of Pupil Personnel Services

The director of pupil personnel services arranged for any change in program or services that could not be provided through the resources of the high school or district support staff. Additional services outside of those provided by the district were secured through the Intermediate Unit or other specialized agencies for the benefit of the students through the director's efforts.

Psychologist

The psychologist had the responsibility to analyze the psychological aspects of the learning problem of referred students. Diagnostic testing was also administered and interpreted for the teachers. The psychologist consulted with the staff concerning the student problems and suggested appropriate methods of dealing with the problems. The psychologist also worked with the director of pupil personnel services to provide placement in specialized programs outside of the school when such circumstances were warranted.

Counselors

The counselors were responsible for monitoring all aspects of the students' behavior in school. School records and records of all of the team meetings were maintained by the counselors. Individual and group counseling was provided on a regular basis and crisis counseling was provided as needed. The counselors provided feedback to teachers concerning their effort of attempting to improve the students' self-concept. The counselors also worked closely with the grade level principals in an attempt to produce a positive change in student behavior.

School Nurse

The school nurse provided data from the students' health and medical history that was of importance in understanding the students.

She also was responsible for serving as a liaison with parents when specialized medical or health care was needed.

Core Teacher

The core teacher functioned as a specialist to assist students who had difficulty in learning in the regular classroom. That difficulty stemmed from some emotional problem or from a physical or mental impairment that restricted the ability to learn in the traditional setting. The core classroom enabled students to vent their frustration, receive a great deal of positive reinforcement and experience success-oriented learning activities that helped to modify behavior. Learning activities were conducted on a diagnostic-prescriptive basis. The core classroom served as an intensive care unit for students in need of special attention. The core teacher also served as a consultant to teachers on the regular staff in matters concerning the appropriate handling of students who experienced learning difficulties.

Remedial Reading Teacher

The remedial reading teacher administered diagnostic tests and developed an individualized program to help students overcome problems and thus read to their potential. The reading teacher also served as a consultant to the content area teachers.

Grade Level Principals

The principals served as the coordinators of the team effort for their particular grade level. Each was responsible for assigning priorities and presenting the cases to the team. Additionally, the principals coordinated the efforts of the specialists and monitored the implementation of recommendations.

Teachers

The teachers were responsible for the referral of any student experiencing learning or attendance problems and for the implementation of recommended procedures to benefit the students.

Study Team Meetings

The team effort was divided into two distinct phases: The primary team which involved principals and counselors working with students on a daily basis and the multi-disciplinary study team that dealt with problem students. A formal study team meeting involving the team of teachers, counselors and principals for each grade level was scheduled for the students in the target group at approximately the mid point of each grade period. The grade level principal chaired the meeting. An agenda was planned for each meeting and followed the sample found in the Appendix (appendix H, p. 105).

A copy of a diagnostic-prescriptive program on the Student Educational Program form (appendix I, p. 106) was made available to each member of the team. A progress report on the student's current level of performance and a description of any apparent problems were presented by the grade level principal. Observations of the student's academic performance, general behavior and attendance pattern were shared by all present. Recommendations for a change in teaching strategy to effect improvement in achievement and/or attendance were made by the team and such recommendations were noted on the Student Educational Program form. A copy of the updated form was maintained by the subject teacher and guidance counselor.

At times other than the formal study team meetings, when a teacher or student experienced difficulty in the teaching-learning situation, a referral form (appendix J, p. 107) was completed by the teacher and sent to the student's guidance counselor. Upon receipt of the referral form and in consultation with the grade level principal, the guidance counselor initiated the collection of anecdotal data reports (appendix K, p. 110) from other teachers who had the students in class. A meeting was then scheduled with the multi-discipline study team to determine what course of action should follow. This team in addition to principals and counselors included the school nurse, core learning teacher, remedial reading teacher, school psychologist and the director of pupil personnel services. The counselor identified the problem, reviewed the student's referral data and provided a synopsis of the student's progress in school to date. The multi-discipline team discussed the appropriateness of the student's academic program, relationship with faculty and students, attendance patterns, and other pertinent data upon which a recommendation or decision could be made. In short, it was an effort to pool knowledge and coordinate resources that resulted in the development of a strategy for the benefit of the student. That strategy included psychological testing to diagnose learning problems, recommended changes in the manner in which the teachers dealt with the student and/or placement in special programs such as the core class or classes for the socially and emotionally disturbed. It also involved referral to any of the community service agencies that could help the student. Recommendations and any changes in program were noted on the Student Educational Plan form.

Study Team Meeting Time

Due to the nature of the high school teaching schedule, all meetings were held after school. The student dismissal was at 2:20 and teacher dismissal at 3:10. In order to provide adequate time for meetings after school, teachers were given compensatory time by permitting them to leave at 2:20 on days when meetings were not scheduled. In cases where a supervisory duty was scheduled during the day, the teacher was excused from the duty and given extra planning time.

The Instructional Program

The instruction was diagnostic and prescriptive in nature. At a planning session the teachers received a Student Educational Program form (appendix I, p. 106) on which the counselors indicated from the records, the student's present general educational performance. The teachers also commented on performance and further identified learning problems experienced by the student through classroom diagnostic procedures. A prescription for overcoming the deficiencies was written. The prescription was stated as short-term objectives for the student which spanned a period of one to nine weeks. Learning activities related to the achievement of the objectives were provided. All plans written for each student in the project were reviewed by the study team during which time all aspects of the student's school behavior were considered. Recommendations for alternative courses of action were made during the review. The teachers were responsible for the referral of any student who experienced learning or attendance problems to the study team and for the implementation of recommended procedures to benefit the students.

In addition to remediation, teachers were encouraged to provide positive reinforcement, success-oriented activities, and a feeling of caring for their students. The teachers worked closely with the principal-counselor team throughout the school year in informal contacts concerning students for the purpose of sharing ideas on how to best help the students.

Remedial Reading

All students who demonstrated a deficiency in reading as measured by the Stanford Achievement Test participated in the remedial reading program. Those who scored two stanine or more below their expected level of achievement were scheduled for class five days a week. All others who scored below their expected achievement level were scheduled for class three days a week.

The approach to the remedial reading instruction focused on how well students mastered the skills that are commonly recognized as necessary to reading ability. Those skills and subskills were recorded on a diagnostic checklist (appendix L, p. 111) that was used to plot student weakness, improvement and mastery.

Both formal and informal diagnostic measurements were administered by the teacher or an aide who assisted her. The formal diagnosis consisted of the Stanford Diagnostic Reading Test and two commercially prepared programs. Informal teacher diagnosis was made through a check of oral reading and proficiency in the completion on workbook exercises.

The Stanford Diagnostic Reading Test (Level III) was administered to all students in the remedial program as a means to identify or diagnose specific weaknesses. From the initial diagnosis made by the Stanford Diagnostic Test, the teacher began to prescribe individual assignments for the students. Further diagnostic prescriptive activities were employed through the use of a Diagnosis lab kit (appendix M, p. 112) published by Science Research Associates and the Point 31 Program (appendix N, p. 113) published by the Reader's Digest.

The Diagnosis lab contained a set of thirty probes of criterion-referenced diagnostic tests. After the diagnostic tests are given and scored, the test results are used to measure the skills the student has not mastered and in which he needs additional work. The Prescription Guide locates material that can be used to teach for mastery. It correlates the learning objectives detailed in the Probes with related units of instruction organized by major text series and supplementary materials. The Point 31 Program involved pre-program diagnostic testing, activity and workbooks, audio lessons and criterion-referenced posttests for checking a student's mastery of skills and comprehension.

The diagnostic materials were supplemented by a wide variety of others which were utilized in the teacher's prescription for the learner to enable the learner to reach his objectives designed to overcome specific weaknesses. An example of the supplementary materials includes the following:

1. Kits
    - a) SRA Reading Lab (Science Research Associates)
    - b) SRA Pilot Library (Science Research Associates)
    - c) Tactics In Reading (Scott Foresman)
2. Audio Visual Materials
    - a) EDL Controll Reader (Educational Development Laboratories)
    - b) Tachistoscope (Bell and Howell)
    - c) Reading Breakthrough Audio Cassettes (EMC Corp.)
3. Workbooks
    - a) Be a Better Reader (Prentice Hall)
    - b) New Reading Skills (Reader's Digest)
    - c) Reading Achievement (Cambridge Book Co.)
4. High Interest - Low Level Reading Ability Books
    - a) Stories for Teenagers (Globe Publishing Co.)
    - b) Teenage Tales (D. C. Heath Co.)
    - c) Vanguard Series (Scott Foresman)

The teacher maintained a folder on each student in which test data were recorded. The folder also contained a daily journal entry (appendix O, p. 115) that indicated work completed and prescribed further assignments to overcome the weaknesses indicated by the tests. The teacher conferred daily with the students to grade work, discuss problems, explain new assignments and establish goals. Students worked independently or in small groups to complete daily assignments that the teachers logged in their journals. Through the use of the journal and conferences, the students were able to see the direction of their efforts and self-evaluate their progress. As further motivation, credit toward graduation was awarded for their participation in the program.

English

All students who scored below their expected level of achievement on the Stanford Achievement Test were scheduled for a basic English class. A basic class was established for each grade level. The teachers in each of the grade levels developed suggested units that students were to be exposed to during the year.

The twelfth grade units were:

1. Cartoons, Comic Strips and Comic Books
   a) Differences in humor
   b) Interpretation
   c) Getting Main Ideas
2. Composition
   a) Sentence patterns
   b) Developing a paragraph
   c) Short Story: The Eyes of Love
      (1) Reading Skills
   d) Communication and Ideas
      (1) Listen Accurately
      (2) Follow Directions
      (3) Verbal and Non-Verbal Communication

- e) Magazines: Choosing magazines for personal and special interests
  - (1) Reading Skills
- f) Newspapers
  - (1) Resource
  - (2) Article Writing
  - (3) How to Read a Newspaper
- g) Vocabulary
  - (1) Connotative/Denotative Meanings
  - (2) Use of Slang
- h) Games and Puzzles
  - (1) Following Directions
  - (2) Observation Skills
  - (3) Problem Solving
- i) Media Analysis
  - (1) Levels and Means of Communication
  - (2) Defining Advertising Approaches
- j) Grammar/Punctuation
  - (1) Spelling
  - (2) Sentence Structure
- k) Writing
  - (1) Paragraph Writing
- l) Science Fiction
  - (1) Science Fiction for Reading Skill Improvement
- m) Public Speaking
  - (1) Presentation of a Topic
- n) Short Stories
- o) Life Management
  - (1) Finances
  - (2) Consumerism
  - (3) Career Planning

The eleventh grade units were:

1. Reading Skills
   - a) Why Read?
   - b) Getting Main Idea
   - c) Reading for Detail
   - d) Improving Reading Ability
   - e) Reading and Spelling
   - f) Reading and Vocabulary Improvement
   - g) Reading for Pleasure

- h) Reading Required Material
    - (1) Scholastic
    - (2) Occupational
    - (3) Citizen - Homemaker - Taxpayer
- i) Oral Reading

2. Writing Skills
    - a) Why Write?
    - b) Conveying ideas and messages through written words
    - c) Good grammar essentialto good writing
    - d) Letter Writing
        - (1) Business Letters
            - (a) Letter of application for job
            - (b) Letter to order merchandise
            - (c) Letter of adjustment
        - (2) Social Letters
    - e) Forms to be Written
        - (1) Job Applications
        - (2) Order Forms
        - (3) Business Forms (Inventory, payroll, personnel)
        - (4) Civil Forms (Income Tax, Wage Tax, Insurance)
    - f) Writing the successful essay, composition, commentary

3. Speaking Skills
    - a) Expressing ourselves in the classroom
    - b) Job interview techniques (classroom simulation)
    - c) Giving instructions or directions to a group
    - d) Conducting a Meeting
    - e) Recitation in class
        - (1) Prose selections
        - (2) Poetry selections

The tenth grade units were:

1. Becoming a Champion
    - a) Qualities of Success
    - b) Obstacles to Overcome

2. Overcoming Obstacles
    - a) Appreciation for People and Their Problems
    - b) Methods of Approaching Solutions to Obstacles

3. Flagdown
    - a) Types of Racing: Road, Track, Drag
    - b) Famous Men of Racing

c) Tradition of Violence in Entertainment

4. Acts of Heroism

   a) Importance of Responsibility
   b) Make-up of a Hero

5. Choosing a Career

   a) Evaluation of Self-Values
   b) Analysis of a Particular Career
   c) Report of Career Findings
   d) Letter of Application

6. The Law, You, Police and Justice

   a) Affects of Law on Our Lives
   b) Role of Police in the Community
   c) Basic Rights Under the Constitution
   d) Attitudes Toward Other People

7. Listening Skills

   a) Importance of Listening
   b) Development of Social Consciousness and Competence
   c) Awareness of Propaganda Techniques
   d) Ability to Follow Oral Directions
   e) Appreciation of Speech Patterns

8. Treasure Island

   a) Reinforcement and Inference Skills
   b) Use of Dialect
   c) Adventures in the Age of Piracy
   d) Structure of the Novel

The units presented at each grade level were designed to allow students the opportunity to grow through the traditional classroom interaction in both the cognitive and the affective domains. Each of the grade level classes also included material of a diagnostic prescriptive nature in the area of language arts skills and afforded students the opportunity to progress at their own rate. In order for that to occur, the traditional class activities and the individualized activities were both given instructional time. For example, half the period might be devoted to both activities on a particular day or at other times the entire period was devoted to the individualized activities.

The individualized approach was diagnostic and prescriptive in nature. The diagnostic skills were tested by use of two forms of objective based tests available from the Instructional Objectives Exchange. The language arts skills test covered Mechanics and Usage (forty-eight tests), Word Forms and Syntax (forty-two tests), and Composition, Library and Literary Skills (thirty-seven tests). The range of skills covered by the tests include:

1. Mechanics and Usage
    a) capitalization
    b) punctuation
    c) abbreviation
    d) hyphenation
    e) bibliographic form
    f) envelope, letter and invitation form
    g) plurals
    h) possessives
    i) pronoun referrents
    j) degree forms
    k) subject verb agreement
    l) irregular past participles
    m) misplaced modifiers
    n) commonly confused words
2. Word Forms and Syntax
    a) parts of speech
    b) verb tense and time
    c) types of verbs
    d) complete sentences
    e) functions of parts of speech in sentences
    f) types of subjects and direct objects
    g) sentence patterns
    h) sentence transformations
    i) types of clauses
3. Composition, Library and Literary Skills
    a) sentence precision
    b) outlining
    c) paragraph development
    d) paragraph transition
    e) types of paragraphs
    f) alphabetization

- g) dictionary use
- h) fiction and non-fiction
- i) Dewey decimal system
- j) card catalogue use
- k) figurative language
- l) sound patterns
- m) figures of speech
- n) literary elements and types

The tests were ideally suited for individualized instruction. They were criterion-referenced measures of one or two page construction and easily administered. An example of one of the tests is located in the Appendix (appendix P, p. 116). Students were able to self administer and self score the tests. The results were logged on a skill diagnostic checklist (appendix Q, p. 117) and maintained in a folder for each student. The teachers prescribed relevant learning activities that students needed that led to mastery of the skill.

The remedial instruction came primarily from five sources:

1. Language Arts Skill Center (Random House)
2. Cambridge Skill Power Language Series (Educational Systems Corp.)
3. Programmed Instruction - English 2600 (Harcourt Brace Jovanovich)
4. Warriner's English Grammar and Composition (Harcourt Brace Jovanovich)
5. Teacher Explanation

The Skill Center material dealt with forty skills that paralleled the diagnostic tests from the Instructional Objectives Exchange. The kit contained diagnostic and instructional activities for reinforcement or remediation. Students were able to work at their own rate on specific skills they needed to master, test their mastery and chart their progress.

Workbook activities served as excellent tools in the process of remediation. The primary workbook source was the Cambridge Skills in Language series. The workbook bagan with a pretest. Students were then referred to a particular chapter in the book where the appropriate explanation could be found. Each unit was followed by a "Try It Again" section to test for mastery.

The programmed text, English 2600, was utilized as part of the prescriptive activities. Students were directed to the particular section of the book that dealt with a unit in which further reinforcement was needed.

Warriner's English Grammar and Composition text was the basal text for the English Department. Students were referred to particular chapters of the book to complete learning activities in which they were particularly deficient.

In addition to the individualized assignments which students were directed to complete, the teachers personally worked with the students. Teacher involvement was with individuals or small groups of students to give further explanation and assistance.

The general approach to the remedial effort in language skills began with the completion of the diagnostic test. The teachers then prescribed particular activities from the Skill Center lab, the Cambridge Skill Power workbook, the basal text on the programmed texts or other classroom references that, after completion, would enable the student to demonstrate mastery on the post test from the Instructional Objectives Exchange. The assignments were logged on the assignment sheet in the student folder, and the proficiency was noted on the skill checklist. Some students, because of major deficiencies, were directed to work exclusively from the Skill Center materials or from the workbooks. The reading teacher assisted the English teachers in locating materials of a low level reading ability for students who were deficient in reading skills.

Mathematics

Students who were deficient in mathematics were scheduled for a basic mathematics program. In tenth grade, students were scheduled into developmental mathematics. In eleventh and twelfth grades, they were scheduled into consumer mathematics or Algebra I

The instruction was designed to be individualized with some small grouping for the teaching of particular skills by the teacher as needed. Diagnosis of weaknesses was accomplished by use of two forms of objective based tests available from the Instructional Objectives Exchange. The tests covered sets and numbers (thirty-five tests), operations and properties (forty tests), numeration and relations (thirty-nine tests), measurement (thirty-eight tests), elements, symbolism and measurement (forty-three tests). The range of skills covered by the tests included:

1. subtraction
2. addition
3. multiplication
4. division
5. combined operations
6. sets
7. fractions
8. decimals
9. percent
10. rational numbers
11. monetary measurement
12. linear measurement
13. liquid weight
14. distance
15. time
16. rate
17. area
18. volume
19. temperature
20. pressure
21. density
22. ratio
23. proportions
24. graphs
25. statistics

26. probability
27. logic
28. algebraic operations
29. metric system

The tests were similar in format to those used in the reading program. They were criterion-referenced measures and suited for individualized instruction. An example of one of the tests is located in the Appendix (appendix R, p. 118). Students were able to self-administer and self-score the tests. The results were logged on a skill progress chart (appendix S, p. 119) and maintained in a folder for each student. The teachers then prescribed relevant learning activities for the students from a variety of sources. An example of some of the primary sources used were:

Textbooks

Consumer Mathematics (Harcourt Brace Jovanovich)
General Mathematics with Applications (Benzinger, Bruce and Glencoe, Inc.)
Elementary Algebra (Houghton Mifflin)
Modern Applied Mathematics (Houghton Mifflin)

Workbooks

Consumer and Business Mathematics (Simon and Schuster)
Basic Skills in Mathematics (Harcourt Brace Jovanovich)
Essentials of Arithmetic (Laidlaw)
Basic Practice in Multiplication and Division (Love Publishing Co.)
Basic Practice in Addition and Subtraction (Love Publishing Co.)
Math PAD Workbook (Instructional Materials and Equipment Distributors)
Experiencing Life Through Mathematics (Pawnee Pub. Co.)
Real Life Math Skills (Scholastic)

Kits

Extending Math Skills Kit (McCormick Mathers)

Spirit Master Worksheets

Basic Competency Skills (Milliken Publishing Co.)
Math Challengers (Ideal School Supply Co.)
Math Mazes (Ideal School Supply Co.)

The math procedure was similar in approach to that employed in English. Following the completion of the diagnostic tests, the teachers prescribed activities from the workbooks, texts, skill kit, etc., which were logged on the student assignment sheet and filed in the student's folder. When the student demonstrated mastery of a particular skill, he proceeded to complete the next test and progressed as far as he could during the year. The skill kit as well as several of the workbooks contained diagnostic and progress tests which helped students and teachers monitor progress.

A tutorial center was also established in the mathematics planning room with a math teacher assigned to be present each period of the day. Students who needed additional assistance could voluntarily report for assistance. They presented their folder to the assigned teacher who could quickly read the regular teacher's prescription and initiate the assistance that was needed. Hand calculators were also purchased for students to use during class time and served as motivational tools for some students.

Counseling

Students who were involved in the project were provided with individual guidance as needed and group guidance and counseling activities on a bi-weekly basis. Counselors introduced topics primarily in the affective domain for small group discussion. The process of group dynamics was employed to enhance the self-image and encourage the students to achieve to their fullest potential possible. The discussion topics served as a catalyst for the students to talk about their feelings toward all aspects of school life and help them to formulate personal goals.

At the opening session, counselors related the purpose of the group meetings which focused on poor attendance and academic achievement. Comments were solicited from the students regarding their feelings about attendance, achievement and school in general. Some of the feelings that students verbalized were: "My parents don't care if I go to school," "I always flunk anyway," "Everybody knows we are burnouts," and "I don't need this school or a diploma to do what I want to do."

The counselors made several assumptions about the students:

1. They had little feeling of self-worth.
2. They were unhappy with the image they perceived others had of them.
3. They felt they had no reason to change either of the preceding because they would only meet with continued failure.

The guide for the group process was a book titled The Other Side of the Report Card by Chase which contained twenty-four units that provided somewhat of a structured format for the counselors. The units were initially developed for use in the "Achievement Motivation Program" of the Rockford, Illinois Schools. A sample unit is located in the Appendix (appendix T, p. 120). Counselors did not cover all of the units, but when pertinent topics surfaced through the group process, the suggested unit topics and related activities served as a valuable resource and were modified to suit a particular need. Other exercises in role playing and values clarification supplemented the suggested unit topics and format.

All of the counselors introduced the students to the topics of identifying concerns, self-concept and goal setting at the early sessions. A general pattern of development was structured by the counseling staff for dealing with student problems which surfaced. That process included:

1. Identifying problems and student concerns regarding the problems.
2. Improving self-image
3. Goal setting
4. Support in attaining goals
5. Self-evaluation

Students were encouraged to establish one long-range goal to focus on. As an example, the one most frequently cited was attainment of the high school diploma. Short-term goals which contributed to the attainment of the long-range goals were then developed. Examples of the short-term goals were:

1. Regular attendance at school
2. Arrival to school and classes on time
3. Regular class attendance
4. Completion of homework assignments
5. Passing grades in classes
6. Passing grades on tests
7. Early graduation
8. Improved relationships with teachers

The successful attainment of the goals was then monitored by the group. It was found that some individuals in each group experienced difficulty in attaining their goals. As a result, the group and individual counseling sessions were devoted to supporting those individuals.

The final session of each group was devoted to a self-evaluation of the year's effort. Each student was requested to respond in writing to each of the following questions:

1. Which of my short term goals have I accomplished?
2. Which of my short term goals must I still pursue?
3. Do any of my short term goals need to be restructured? How?
4. Is my long term goal realistic?
5. What has my experience in the group counseling done for me personally?

Each student was given the option to discuss his answers with the group, the counselor only, or not share his answers with anyone.

Time Sequence

The time sequence for the 1978-79 practicum was as follows:

June 30: Attendance and grade point average data returned from data center.

July 1-31: Review of literature.

July 20: Meeting held with director of pupil personnel services concerning involvement in the project.

July 25: Project approved by the superintendent.

July 27: First meeting of group to draft attendance policy.

Chairperson: R. Myers

Agenda:

9:00-11:00 A.M.

1. Introduction of committee members
2. Explanation of attendance problems
3. Explanation of present attendance practices
4. Review of related literature sample
5. Formation of subcommittees and appointment of chairmen
    a) Subcommittee on absence from school
    b) Subcommittee on tardiness to school
    c) Subcommittee on absence from class

6. Review of subcommittee tasks and timelines
7. Lunch - 11-12:00 P.M.
8. Committee work - 1-4:00 P.M.

The writer provided leadership to the committee members in connection with the development of an attendance policy to be recommended to the Board of School Directors.

July 31: Second meeting of group to draft attendance policy.

Chairperson: Robert Myers

Agenda:

9:00-11:00 A.M.

1. Subcommittee chairmen reported on sub area development. Discussion of each sub area and arrival at a consensus by the group
2. Lunch - 11:00-12:00 P.M.
3. Working draft of policy developed 12:00-3:00 P.M.

The writer provided leadership to the committee members in connection with the development of an attendance policy to be recommended to the Board of School Directors.

August 2: A meeting was held with the psychologist, director of pupil personnel services and consultant to plan the in-service program for the faculty.

Chairperson: Robert Myers

Agenda:

1. The concept of the practicum was reviewed
2. The consultant reported on proposed activities
3. The role of the participants in the in-service program was explored.
4. Logistical arrangements were discussed
5. Materials/supplies needed

The writer provided leadership to the psychologist, director of pupil personnel services and consultant in connection with the development of an in-service program for the faculty for the purpose of initiating the practicum.

August 7: Final meeting of group to draft attendance policy.

Chairperson: Robert Myers

Agenda 9:00-11:00 A.M.

1. A working draft was distributed to members of the committee
2. Final review of the proposed policy
3. Acceptance of the final draft as a proposal for the school board
4. Lunch - 11:00-12:00 P.M.

The writer provided leadership to the committee members in connection with the development of an attendance policy to be recommended to the Board of School Directors.

August 9: Superintendent reviewed proposed attendance policy.

August 11: Board committee reviewed proposed attendance policy.

August 14: Board adopted attendance policy

August 15: In-service meeting with resource staff involved in study team effort.

Chairperson: Robert Myers

Agenda:

1. Introduction of need as viewed by principal
2. Objectives of the practicum reviewed
3. Explanation of roles
4. Explanation of procedures
5. Review of forms to be used
6. Discussion

The writer provided leadership to his staff in connection with the implementation of the study team model to meet the learning needs of the students in the target population.

August 25: In-service program for faculty.

Chairperson: Robert Myers

Agenda:

1. Introduction of consultant and resource personnel
2. Film - The Reality of Success

3. Consultant explained format for group meetings
4. Group sessions - All faculty participated in each of three group sessions

    a) A model for effective teacher-student relationships
    b) Verbal communication and its effect upon students
    c) Managing conflict in the classroom

5. Explanation of effort to improve school attendance and achievement

The consultants provided leadership to the staff in connection with the implementation of a humanistic and affective approach to students to improve their attitude toward school and learning, their achievement, attendance and themselves.

September 5: Student Attitude Survey was administered to target group.

September 14: Letters were sent to parents to secure permission for students to participate in project.

September 26: Stanford Achievement Test was administered to target group.

September 27: Group counseling activities began. (Group counseling was held on a bi-weekly basis for the students in the target group.)

October 9, 10, 11 & 12: Principal-teacher study team meetings.

Sample Agenda

Chairperson - Grade level principal

1. Distribution of Student Educational Program form for Student A
2. Review of attendance data and academic progress
3. Identification of problems by the group that appeared to impede school success
4. Sharing of successful approaches to reach student
5. Recommendations from team for changes in teaching-learning strategy

The grade level principal provided leadership to teachers and counselors in connection with student performance and history of absenteeism for the purpose of providing an appropriate learning strategy to help students progress academically.

October 25: Multi-discipline team meeting. (The multi-discipline team was convened as needed throughout the year.)

Sample Agenda

Chairperson - Building principal.

1. Distribution of Student Educational Program forms for the student under discussion
2. Summary of referral and anecdotal data provided by counselor
3. Discussion of the student problem by the group
4. Recommended plan of action

The building principal provided leadership to members of the multi-discipline team in connection with the referred student who experienced a problem affecting his school progress for the purpose of fully exploring the problem and recommending a course of action leading to its solution.

December 4, 5, 6, 7: Principal-teacher study team meetings.

(Agenda the same as that listed for Ocrober 9, 10, 11, 12.)

February 22, 23, 26, 27: Principal-teacher study team meetings.

(Agenda the same as that listed for October 9, 10, 11, 12.)

May 1, 2, 3, 4: Principal-teacher study team meetings.

(Agenda the same as that listed for October 9, 10, 11, 12.)

May 22: Administration of the Stanford Test of Academic Skills

May 23: Administration of the Student Attitude Survey - Acceptance of Self Scale.

June 15: Final grade point average and attendance data compiled.

CHAPTER V

EVALUATION

The major concern of the evaluation was directed toward a determination of whether or not a number of improvements in student performance were realized. Those concerns focused on student achievement, grade point averages, self-concept and attendance.

Table IV shows a comparison of pre-post data for each student. Group A of Table IV consists of the seventy-six students who scored in the less than desirable area on the self-concept survey. Group B consists of the additional forty students who scored within the satisfactory level on the inventory of self-concept. Of the seventy-six students in Group A, two became school leavers, and of the Group B students, one quit school.

To determine growth in individual achievement for the target group, the Stanford Test of Academic Skills (Level II Form A) was administered early in the school year. The results were converted into stanine scores and compared with the Otis Mental Ability Test results which were on file for each student. A bivariate analysis of achievement and mental ability was conducted to determine how well each student responded to instruction in relation to his mental ability. A Stanford Achievement post test (Level II Form B) was administered at the close of the school year to determine whether or not the expected level of achievement was attained.

Among Group A students, sixty-nine or 91 percent attained their expected level of achievement in reading, sixty-eight or 89 percent attained their expected level of achievement in English and sixty-one or

80 percent of the students attained their expected level of achievement in math. Among Group B students, thirty-six or 90 percent attained their expected level in reading, thirty-six or 90 percent attained their expected level in English and thirty-four or 85 percent attained their expected level in math. For the entire target population, 105 or 90.5 percent attained the expected level of achievement in reading, 104 or 90 percent attained the expected level in English and 95 or 82 percent of the students attained their expected level of math.

The second objective dealing with grade point averages was measured by a comparison of grade point averages for a two-year period. The final average for each student for the 1978-79 school term was compared with the grade point average each earned for the 1977-78 school term. Table IV contains the data concerning this aspect of the evaluation. An analysis of the grade point averages showed that positive improvement was made by all except five students. While the objective of 90 percent was not achieved, eighty-nine students or 77 percent of the target group increased their grade point average the equivalent of one letter grade.

The third objective dealt with improvement in the self-concept of the Group A students. The Student Attitude Survey - Acceptance of Self Scale was administered to the target group to obtain pre- and post-results. It is recognized that the survey instrument was subjective in nature. The test authors indicated a Spearman-Brown split half reliability coefficient of .91. The validation of the instrument was established by its designers through analysis of ratings done by staff and students and an analysis of experimental and control group differences in the testing. The authors pointed out that the results of their studies indicate the instrument successfully measures intended experimental effects, thus supporting validity claims.

Changes in the self-concept of students in the target group as measured by the inventory are shown in Table IV. While the original objective indicated that 90 percent of the Group A students would increase their base score by 50 percent on the Acceptance of Self Scale, 61 or 82 percent of the Group A students did so. All except four of the remaining students had post test scores that increased to fifty or above and in a score level that indicated an average self-concept. All of the post test scores for Group B students remained in the satisfactory range in their perception of self.

To determine whether or not there was a reduction in the number of days absent for each student in the target group, a comparison was made of the final attendance data from each student's records for the 1977-78 and 1978-79 school terms. The data are recorded in Table IV. In the comparison of each individuals' attendance report, 100 or 86 percent showed a decline of 50 percent or more in their rate of absence from school.

The effect of the general attendance policy upon the attendance of all high school students was measured by a grade level comparison of percentages of attendance for the 1977-78 and 1978-79 school years. The comparison is noted in Table V. The increase in attendance for each grade level does show that attendance did improve to the figures cited in objective five.

Study team meetings were evaluated by the participants as part of the process evaluation. A final evaluation was made at the close of the school year using the Study Team Evaluation form (appendix U, p. 130).

The general comments to the first item focused in a positive way on the extensive effort that was made to help students. The second item contained comments that focused on a need to review and acquire additional learning materials that would facilitate and expand the individualized, diagnostic and prescriptive approach to teaching. Other comments suggested a need to explore alternatives to the after school meeting times. Item three resulted in 100 percent response to a "great change" in the teachers' interaction with support personnel and principals. Comments related to this item were of a positive nature. Item four showed 95 percent of the teachers expressing satisfaction with the format of the study team meetings. Item five indicated that 98 percent of the teachers rated the study team effort a +3, 1 percent rated it a +2 and 1 percent rated it a +1.

The multi-discipline team was evaluated in a similar fashion as the study team using the Multi-discipline Study Team evaluation form (appendix V, p. 131). All of the respondents indicated that they were impressed with the team effort to help students. Item two produced a response to review the amount of time and the scheduling of meetings for the study team effort. All of the respondents felt there was a "great change" in their interaction with other personnel. All responded that they were satisfied with the format followed for the multi-discipline team meetings. In response to item five, all of the respondents rated the multi-disciplinary team effort a +3 as a vehicle to help students.

TABLE IV

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 12	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post	(Stanine)	Pre	Post	Pre	Post	Pre	Post
1. quit	65		0.37		35		5	(4)		(4)		(3)	
2.	32	15	0.60	1.00	23	40	3	(2)	3	(2)	3	3	3
3.	46	20	0.57	1.21	49	55	6	(3)	6	(4)	6	(5)	7
4.	47	20	1.83	2.30	47	75	8	(6)	9	(5)	8	(7)	8
5.	65	28	0.96	1.09	43	68	4	(2)	4	(2)	4	(1)	(2)
6.	57	25	0.52	1.00	29	68	4	5	6	(3)	4	(3)	4
7.	38	15	1.80	2.10	36	65	5	(4)	5	5	6	5	5
8.	47	22	1.50	2.14	45	71	4	(2)	4	(2)	4	(2)	4
9.	46	16	1.72	2.25	47	80	5	5	5	(4)	5	5	5
10.	62	30	1.59	2.00	36	53	4	(3)	4	(3)	4	(3)	4
11.	61	28	0.44	1.25	25	56	7	(5)	8	(4)	7	(4)	(6)
12.	36	15	1.08	2.35	41	65	4	(3)	4	(3)	3	4	4
13.	71	31	0.55	1.00	33	52	5	(4)	5	(4)	5	(3)	5
14.	49	22	1.00	2.00	47	58	4	5	5	(3)	4	4	5
15.	47	20	0.46	1.51	30	55	8	8	8	8	8	(7)	8

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 12	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
16.	72	30	1.03	2.21	41	71	7	(5)	7	(4)	7	(6)	7
17.	33	20	1.38	2.15	45	57	4	4	4	4	4	(3)	5
18.	63	30	1.04	2.04	37	84	5	5	6	(3)	6	(3)	5
19.	53	25	1.09	2.00	45	70	6	(4)	6	(3)	6	(2)	6
20.	34	11	1.91	2.35	49	51	5	7	6	(4)	5	6	6
21.	52	25	0.51	1.00	25	56	3	(2)	3	(2)	3	(2)	3
22.	70	30	1.03	2.20	38	63	5	(1)	(4)	(2)	5	(2)	5
23.	65	31	1.55	2.50	29	57	5	(4)	5	(3)	5	(3)	5
24.	61	45	0.16	0.98	40	42	4	4	4	(3)	(3)	(3)	(3)
25.	43	21	1.25	2.17	38	73	6	(4)	6	(4)	6	(2)	(5)
26.	31	14	1.86	2.51	40	87	6	(5)	6	(5)	6	(5)	6

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 11	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
1.	58	25	0.65	1.10	35	55	4	5	4	5	4	(4)	4
2.	31	14	1.47	1.59	39	60	4	(3)	4	(3)	(3)	4	4
3.	60	25	1.23	2.01	42	65	6	(5)	6	(4)	6	(4)	6
4.	46	46	1.49	2.12	37	58	4	5	4	(3)	(3)	5	4
5.	32	25	1.48	2.00	48	60	6	6	6	(5)	6	(4)	6
6.	39	15	1.77	2.24	49	59	4	4	4	4	4	(2)	4
7.	33	31	1.20	1.20	45	70	6	(4)	6	(4)	6	(4)	(4)
8.	33	15	1.08	1.64	28	55	5	5	5	(4)	5	5	5
9.	31	12	1.48	1.47	33	57	6	(4)	6	(4)	6	(3)	(4)
10.	32	14	1.77	2.41	39	70	6	(3)	6	(4)	6	(2)	6
11.	46	15	0.29	1.32	24	53	5	(4)	5	(4)	5	5	5
12.	35	16	1.65	1.75	41	65	4	(3)	4	4	4	4	4
13.	51	18	1.51	1.65	45	69	5	(4)	5	(3)	5	(3)	(4)
14.	45	21	0.93	1.02	28	51	5	(4)	5	(4)	5	5	5
15.	33	14	1.44	2.00	37	51	4	(3)	4	(3)	4	(3)	4
16.	40	17	1.88	2.41	45	79	5	5	5	(3)	5	(4)	5

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 11	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
17.	33	14	1.82	2.50	49	50	6	7	6	(4)	6	6	6
18.	43	19	0.62	1.20	35	60	4	4	4	(3)	4	4	4
19.	37	15	1.18	2.43	38	57	6	(3)	6	(3)	6	(2)	(4)
20.	33	11	1.58	2.71	40	75	6	(5)	6	6	6	(5)	6
21.	43	20	1.76	2.05	49	61	5	(3)	5	(4)	5	(3)	5
22.	54	17	1.65	2.25	44	83	5	(4)	5	(4)	5	5	5
23.	41	43	1.12	1.50	46	70	7	(5)	7	(5)	7	(4)	(5)
24.	35	12	0.68	2.67	42	70	7	(6)	7	7	7	(6)	7
25.	37	12	1.72	1.91	35	61	5	(2)	5	(2)	5	(3)	5
26.	42	39	1.00	2.00	33	59	5	(4)	5	5	5	5	5
27. quit	70		0.17		24		5	6		(4)		(4)	
28.	33	12	1.51	1.62	40	67	5	(4)	5	(3)	5	(4)	5
29.	31	10	1.96	2.20	49	51	3	(2)	3	(2)	(2)	3	3
30.	63	21	0.40	1.71	36	68	3	(2)	3	4	3	3	3

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 10	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
1.	31	30	1.80	1.75	40	49	6	(4)	(4)	(3)	6	(4)	6
2.	65	30	0.50	1.01	15	35	2	2	(1)	(1)	(1)	(1)	(1)
3.	33	12	1.24	1.90	35	56	3	(2)	3	3	3	(2)	3
4.	40	14	1.31	2.00	45	79	3	3	4	(2)	3	4	4
5.	44	16	0.90	2.41	23	62	5	(3)	5	(2)	5	(3)	5
6.	43	20	1.60	2.14	41	68	4	(3)	4	(3)	4	(3)	4
7.	38	13	1.43	2.57	46	71	6	(5)	6	(5)	6	6	6
8.	35	13	1.66	2.05	48	53	4	(1)	4	(2)	4	(2)	4
9.	48	19	0.99	1.00	33	50	3	(2)	3	(2)	3	(2)	3
10.	39	35	1.48	1.41	37	58	5	(3)	(4)	(4)	5	(4)	5
11.	36	15	1.89	2.71	40	66	7	(5)	7	(4)	7	(5)	7
12.	39	15	1.41	2.19	33	57	4	4	4	4	4	(2)	(3)
13.	39	16	1.75	2.11	42	80	5	(3)	5	(2)	5	(3)	5
14.	57	20	1.78	2.91	33	60	9	(7)	9	(6)	9	(7)	9
15.	55	21	1.88	2.33	39	65	5	(3)	5	(3)	5	(4)	5
16.	61	19	0.98	1.53	21	51	3	(2)	3	(1)	3	(2)	3

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP A

Grade 10	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
17.	32	21	1.92	2.41	34	72	6	(4)	6	(4)	6	(3)	(5)
18.	50	24	1.95	2.25	38	59	7	(6)	7	(5)	7	(5)	7
19.	70	72	0.25	0.75	18	55	4	(3)	(2)	4	(3)	(2)	(2)
20.	32	20	1.83	2.25	38	66	6	(5)	6	(4)	6	(4)	6

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP B

Grade 12	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
1.	60	22	1.50	2.64	89	80	6	6	6	(5)	6	6	6
2.	47	16	1.05	1.78	76	79	4	(3)	4	(3)	4	4	4
3.	38	10	1.55	1.57	53	60	5	5	5	(4)	5	(4)	5
4.	60	19	1.21	2.37	71	78	6	(4)	6	(4)	6	(5)	6
5.	63	21	1.04	2.25	75	85	6	6	6	(5)	6	6	6
6.	61	24	0.95	2.00	68	62	4	(2)	4	(3)	4	(3)	4
7.	36	15	1.51	1.60	51	63	5	5	5	(4)	5	5	5
8. quit	58		0.75		60		4	(3)		4		4	
9.	56	22	0.90	1.21	59	60	4	(3)	4	(3)	4	4	4
10.	71	19	1.00	2.01	71	79	5	5	5	5	5	(4)	5
11.	52	19	1.25	2.34	78	70	6	(5)	6	(5)	6	6	6
12.	43	20	1.50	2.50	64	76	7	(6)	7	(6)	7	(5)	7
13.	61	75	0.95	0.88	71	70	6	(5)	(5)	(5)	(5)	6	6
14.	62	30	1.33	2.42	73	75	5	5	5	(4)	5	(4)	5
15.	32	14	1.20	2.12	57	62	5	5	5	5	5	(4)	5

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP B

Grade 12	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
16.	35	12	1.45	2.00	63	68	5	(4)	5	(4)	5	5	5
17.	65	25	1.05	2.21	68	73	7	(6)	7	(6)	7	7	7
18.	45	20	1.49	1.75	61	81	4	(3)	4	(2)	4	(2)	4
19.	43	21	1.33	1.39	78	80	5	5	5	(4)	5	6	5
20.	65	75	0.45	0.50	69	65	4	(3)	(3)	(2)	(2)	(3)	(3)
21.	37	16	1.33	2.25	57	59	6	(5)	6	6	6	(5)	6
22.	50	21	1.25	2.28	63	67	5	(4)	5	5	5	6	5
23.	31	13	1.75	2.00	90	85	5	6	6	6	6	(5)	6
24.	63	29	0.75	1.27	73	84	4	(3)	4	(3)	4	(2)	4
Grade 11													
1.	32	11	0.49	1.01	58	63	5	(4)	5	(4)	5	(4)	5
2.	41	20	0.98	1.75	61	72	6	(5)	6	6	6	6	6
3.	62	28	0.45	1.00	65	67	3	(2)	3	(2)	3	(2)	3
4.	38	16	0.41	1.00	59	65	5	(4)	5	(4)	5	(4)	5

TABLE IV (Continued)

POST-PARTICIPATION DATA OF TARGET POPULATION

GROUP B

Grade 11	Days Absent		Grade Point Average		Score on Attitude Toward Self Scale		Otis Test of Mental Ability (Stanine)	Stanford Reading (Stanine)		Stanford English (Stanine)		Stanford Math (Stanine)	
Student	77-78	78-79	77-78	78-79	Pre	Post		Pre	Post	Pre	Post	Pre	Post
5.	47	21	1.05	2.10	78	80	6	6	6	6	6	(5)	6
6.	60	25	0.45	1.25	60	62	5	(3)	5	(4)	5	(3)	5
7.	48	19	0.49	2.00	67	75	5	5	5	(4)	5	5	5
8.	62	24	0.65	1.72	70	80	5	(4)	5	(4)	5	(3)	(4)
9.	68	27	0.75	1.11	65	71	4	4	4	(3)	4	(3)	4
10.	53	40	0.33	0.71	69	76	5	(3)	5	(3)	5	(3)	(4)
11.	31	10	0.95	1.48	72	83	5	(4)	5	(3)	5	(4)	5
12.	62	21	0.49	2.10	84	90	5	5	5	5	5	(4)	5
13.	70	31	0.25	1.33	53	55	3	(2)	3	(2)	3	(2)	(2)
14.	65	70	0.33	0.25	54	54	4	(3)	(3)	(3)	(3)	(2)	(3)
Grade 10													
1.	63	40	0.99	1.75	53	60	3	3	3	(2)	3	3	3
2.	50	30	1.05	1.40	61	65	4	(3)	4	(3)	4	(3)	4

TABLE V

COMPARISON OF ATTENDANCE FIGURES

	Grade 10	Grade 11	Grade 12
1977-1978	89.7	87.9	86.9
1978-1979	93.0	92.2	91.2

CHAPTER VI

CONCLUSIONS

The practicum effort involved some changes in the traditional approach to the climate for learning and more importantly to how students were taught. The entire effort grew out of a concern resulting from increased absenteeism and poor achievement on the part of students.

Each venture into a new direction produces problems and concerns that must be overcome. The administrative staff prior to the practicum had little direct involvement in the solution of learning problems for students. The principals were recast into a leadership role that required more frequent answers to the questions of why a student behaved in a certain way and then proceeded with an action designed to change behavior. In the traditional setting, the principals tended to be reactors to problems that were most frequently resolved by meeting out some form of punishment. The principals had to serve as role models for the professional staff in the development of an affective and humanistic climate within the school. This caused some conflict among the administrative staff and resulted in a need to discuss the approach to problems much more often as a team. It was extremely important that both staff and students not perceive administrative actions as confused and inconsistent.

The staff also had a mixed reaction to the concept of a humanistic and affective environment. There was concern expressed that discipline would suffer and that administrators were using the approach as a means of directing problems "back to the teacher." The individualized approach to teaching also drew a mixed reaction. While the staff had a basic understanding of the process, that technique was viewed as inoperable because of class size and a lack of time and materials.

The writer met with the president of the teacher's association, who was also a member of the school staff, prior to the initiation of the practicum. The meeting was designed to acquaint him with the goals and objectives of the practicum that hopefully would benefit teachers as well as students. His support was of tremendous help in overcoming initial staff concerns.

Fortunately, a small group of teachers was identified who had a strong commitment to a humanistic school environment and an interest in an individualized diagnostic and prescriptive approach to teaching. This group formed the nucleus for the instructional component of the project. They proved to their peers that the perceived problem and threats were non-existent. Admittedly, they worked hard to locate appropriate materials and maintain necessary records.

The effort to individualize created one fault in the design of the instructional component of the program that could have been eliminated through better planning. That centered on the fact that the project began at the opening of the school term. Even though the staff had experienced some degree of individualization, it would have made much more sense to identify student needs and then plan over the summer for necessary materials, etc. The lead-in time was too brief.

This circumstance has prompted the writer to reconsider his concern that the selection of one teaching strategy or model could create problems among the teachers. Given adequate planning time, a particular model with a systems based approach and materials that were fully developed and tested could perhaps have eliminated many problems. This would have been particularly true in gaining access to criterion-referenced diagnostic materials which were notably lacking on the secondary level. This consideration will become increasingly more important as the use of this method of instruction increases to meet the needs of greater numbers of students.

It was also learned that the techniques of humanizing teaching and learning could be talked about and explained during an orientation program, but that teachers needed to have materials or some sort of support as a follow-up. Materials of that nature were purchases for the professional library in multiple copies. Two of the books, as an example, were 100 Ways to Enhance Self-Concept in the Classroom by Canfield and Wells, and The Live Classroom by Brown.

The evaluation produced a call to examine the time for the study team meetings. The secondary schedule is such that meetings during the day are impossible under existing conditions. Nevertheless, this is an area that merits additional thought and measures of creativity.

Student reaction to the new attendance policy was negative at the beginning of the year. There was a slight increase in student vandalism during the first month of school as a protest by some against the "system."

Students who experienced the change in the instructional method adapted well. The success-oriented approach served as a strong source of motivation. There was a problem with the grading procedure for students in the target group, however. A concern was voiced by some staff members who were not utilizing the diagnostic-prescriptive approach about the fairness of grades assigned to the target group students who achieved mastery skill level. Some of the grades were higher than "normal" because they were in a new program. Their concern did raise some confusion and the matter of student evaluation merits further study.

Conclusions could not be formulated concerning the effect of improved self-concept on achievement. The literature review pointed out a strong correlation between student self-attitudes and achievement. The project did find that student scores on the self-concept inventory improved, but several questions are prompted as a result:

1. Did the policy statement on attendance and subsequent increase in parental contact cause attendance to improve or was the improved self-concept responsible?
2. Did improvement in achievement occur because of increased time in school through improved attendance or because students felt better about themselves?
3. What effect did the change in teaching strategy have on school achievement compared to the effort produced by a change in self-concept?

While additional questions are raised, the practicum did nevertheless prove to be a positive means to promote student growth among those who participated. An examination of the objectives and subsequent evaluation supports that fact.

The evaluation also pointed out that not all of the objectives were reached to the degree predicted. The evaluation of the first objective concerning student achievement as measured by the Stanford

Achievement Test revealed that student performance was weakest in mathematics. Only 82 percent of the students reached their expected level of achievement. Reflection on this situation leads the writer to conclude that two reasons may be responsible. In the writer's experience, math teachers as a group have tended to be more subject centered and less affective. This could have affected the student progress. Secondly, and perhaps more responsible, was the fact that the math teachers were much less experienced in teaching than the other teachers who participated.

The second objective was concerned with an improvement of one letter grade for 90 percent of the students. The results showed that only 77 percent of the students improved the equivalent of one letter grade. As mentioned earlier, some confusion did exist concerning the process of determining student grades. The writer feels that this confusion resulted in the objective not being fully realized.

The third objective dealt with a positive change in self-concept. Only 80 percent of the students scored 50 percent above their base pre-test score, but all except four students had post test scores that increased to fifty or above which was in the range of a satisfactory self-concept.

The fourth objective anticipated that 90 percent of the target group would decrease the number of days absent by 50 percent over the previous year's rate of absence. The evaluation showed that 86 percent of the target group achieved a 50 percent improvement. While the objective was not realized in full, the results were considered to be a significant improvement for the students.

The objective dealing with improvement in attendance of the general school population was realized as pointed out in the evaluation. The attendance policy was viewed as having a positive impact upon the students' attendance. The policy basically followed the recommendations that were outlined in the literature review. It was strongly worded, as suggested, but effective in results.

The results of the practicum effort were gratifying. Time and continued effort will allow the entire process to be refined and improved. From the circumstances experienced in the design and implementation of the practicum, a number of recommendations can be made:

1. Key members of the teaching staff who would vigorously support change and be willing to become involved in new projects should be identified early.
2. The informal power structure and channels of communication should be utilized in support of the process of change. The leaders of the teachers' association can make a tremendous difference in the success of any effort to change program.
3. Consideration should be given to the adoption of commercially prepared and packaged programs of individualization that apply a systems management approach for the convenience of the teaching staff.
4. Curriculum development and planning sessions should be provided on a regular basis during the summer to afford a smooth transition from the traditional to an individualized diagnostic-prescriptive approach to teaching.
5. The concept of a humanistic and affective school environment should be given continued attention through organized discussion groups and a professional library which adequately deals with the topic.
6. Time during the school day other than after student dismissal should be explored for meetings.

It is the judgement of the writer that the practicum effort to improve student attendance and academic performance has been successful. The students will be the ultimate beneficiaries of that success.

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APPENDICES

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APPENDIX A

Course Offerings
Fox Chapel High School

AUDITING A COURSE (ENRICHMENT)

010-1 First Semester
2 Second Semester

EARLY ADMISSION

020-1 First Semester
2 Second Semester

EARLY GRADUATION

030-2 Second Semester Pds. 1-7

INDEPENDENT STUDY

040-1 First Semester
2 Second Semester

ADULT COMMUNITY EXPERIENCE

050-1 First Semester Pds. 1-7
2 Second Semester Pds. 1-7

COLLEGE/UNIVERSITY CONCURRENT ENROLLMENT

	Period	Semester
061-1	1	1
061-2	2	1
061-3	3	1
061-4	4	1
061-5	5	1
061-6	6	1
061-7	7	1
062-1	1	2
062-2	2	2
062-3	3	2
062-4	4	2
062-5	5	2
062-6	6	2
062-7	7	2

COMMUNITY SERVICE STUDY PROGRAM

	Period	Semester
071-1	1	1
071-2	2	1
071-3	3	1
071-4	4	1
071-5	5	1
071-6	6	1
071-7	7	1
072-1	1	2
072-2	2	2
072-3	3	2
072-4	4	2
072-5	5	2
072-6	6	2
072-7	7	2

PROFESSIONAL EXPERIENCE-STUDY PROGRAM

	Period	Semester
081-1	1	1
081-2	2	1
081-3	3	1
081-4	4	1
081-5	5	1
081-6	6	1
081-7	7	1
082-1	1	2
082-2	2	2
082-3	3	2
082-4	4	2
082-5	5	2
082-6	6	2
082-7	7	2

WORK-STUDY PROGRAM

	Period	Semester
091-1	1	1
091-2	2	1
091-3	3	1
091-4	4	1
091-5	5	1
091-6	6	1
091-7	7	1
092-1	1	2
092-2	2	2
092-3	3	2
092-4	4	2
092-5	5	2
092-6	6	2
092-7	7	2

ENGLISH

100-1 English (Core)(1st Semester)
100-2 English (Core)(2nd Semester)
102-1 English 10 (1st Semester)
102-2 English 10 (2nd Semester)
103-1 English 10 G (1st Semester)
103-2 English 10 G (2nd Semester)
104-1 English 10 L (1st Semester)
104-2 English 10 L (2nd Semester)
105-1 English 10 (Accelerated)(1st Sem.)
105-2 English 10 (Accelerated)(2nd Sem.)
107-1 English 11 (1st Semester)
107-2 English 11 (2nd Semester)
109-1 English 11 (Academic)(1st Semester)
109-2 English 11 (Academic)(2nd Semester)
110-1 English 11 (Regular)(1st Semester)
110-2 English 11 (Regular)(2nd Semester)
111-1 English 11 (Accelerated) (1st Sem.)
111-2 English 11 (Accelerated (2nd Sem.)
113-1 English 12 (1st Semester)
113-2 English 12 (2nd Semester)
115-1 English 12 (Academic)(1st Semester)
115-2 English 12 (Academic)(2nd Semester)
116-1 English 12 (Regular)(1st Semester)
116-2 English 12 (Regular)(2nd Semester)
117-1 English 12 (Accelerated)(1st Sem.)
117-2 English 12 (Accelerated)(2nd Sem.)
119-3 English 12 (AP)
121-1 Acting I (1st Semester)
121-2 Acting I (2nd Semester)
122-1 Acting II (1st Semester)
122-2 Acting II (2nd Semester)
124-1 College Prep Techniques (1st Sem.)
124-2 College Prep Techniques (2nd Sem.)
125-1 Composition I (1st Semester)
125-2 Composition I (2nd Semester)
126-1 Composition II (1st Semester)
126-2 Composition II (2nd Semester)
127-1 Grammar & Usage for Composition & College Prep (1st Semester)
127-2 Grammar & Usage for Composition & College Prep (2nd Semester)
128-1 Journalism (1st Semester)
128-2 Journalism (2nd Semester)
129-1 Living Theater (1st Semester)
130-1 Media and You (1st Semester)
130-2 Media and You (2nd Semester)
131-1 Mythology (1st Semester)
131-2 Mythology (2nd Semester)
132-1 Novels (1st Semester)
132-2 Novels (2nd Semester)
133-1 Preparing for College Ent. (1st Sem.)
133-2 Preparing for College Ent. (2nd Sem.)
134-1 Public Speaking (1st Semester)
134-2 Public Speaking (2nd Semester)
135-2 Shakespeare (2nd Semester)
136-1 Short Story (1st Semester)
136-2 Short Story (2nd Semester)
137-1 Speed Reading (1st Semester)
137-2 Speed Reading (2nd Semester)
140-1 Reading (1st Semester)
140-2 Reading (2nd Semester)

SOCIAL STUDIES

200-1 Social Studies (Core)(1st Sem.)
200-2 Social Studies (Core)(2nd Sem.)
201-0 Cont.American Prob. (Either Sem.)
202-0 Early American Hist. (Either Sem.)
204-0 Gov. & Political Sci. (Either Sem.)
205-0 Modern European Hist. (Either Sem.)
206-0 Psych. & Human Behavior (Either Sem.)
207-0 Sociology (Either Semester)
208-0 World Affairs (Either Semester)
210-1 U.S. History (1st Semester)
210-2 U.S. History (2nd Semester)
212-1 U.S. History (regular)(1st Sem.)
212-2 U.S. History (regular)(2nd Sem.)
214-1 U.S. History (Acc.)(1st Semester)
214-2 U.S. History (Acc.)(2nd Semester)
215-1 World Cultures (1st Semester)
215-2 World Cultures (2nd Semester)
217-1 World Cultures J (regular)(1st Sem.)
217-2 World Cultures J (regular)(2nd Sem.)
218-1 World Cultures L (regular)(1st Sem.)
218-2 World Cultures L (regular)(2nd Sem.)
219-1 World Cultures J (Acc.)(1st Sem.)
219-2 World Cultures J (Acc.)(2nd Sem.)
220-1 World Cultures L (Acc.)(1st Sem.)
220-2 World Cultures L (Acc.)(2nd Sem.)
222-1 U.S. History (AP) (1st Semester)
222-2 U.S. History (AP) (2nd Semester)

MATH

300-1 Math (Core) (1st Semester)
300-2 Math (Core) (2nd Semester)
301-3 Algebra I
302-3 Algebra II
303-3 Calculus
320-1 Comput.-Basic(Terminal)(1st Sem.)
320-2 Comput.-Basic(Terminal)(2nd Sem.)
304-1 Comput.-Basic Programming (1st Sem.)
304-2 Comput.-Basic Programming (2nd Sem.)
305-1 Comput.-Fortran Programming (1st Sem.)
305-2 Comput.-Fortran Programming (2nd Sem.)
306-1 Advanced Program. Tech. (1st Sem.)
306-2 Advanced Program. Tech. (2nd Sem.)
307-0 Developmental Math
308-3 Geometry
309-3 Intro. to Algebra - Part I
310-3 Intro. to Algebra - Part II
311-2 Logic (2nd Semester)
312-3 Practical Geometry
313-0 Recreational Math (Either Semester)
314-3 Consumer Math
315-3 Trig-College Math
316-3 Fundamentals of Higher Math

SCIENCE

400-3 Biology (Basic)
401-3 Biology I General
402-3 Biology I Academic
403-3 Biology I Accelerated
404-3 Biology II
405-3 Chemistry I
406-3 Chemistry I Accelerated
407-3 Chemistry II
408-3 Ecology
409-3 Physics I
410-3 Physics II
411-3 Physical Science
412-3 Physical Science (Pre-chemistry)

APPENDIX A (Continued)

Course Offerings
Fox Chapel High School

FOREIGN LANGUAGE

501-3 French I
502-3 French II
503-3 French III
504-3 French IV
505-3 French V
509-3 German I
510-3 German II
511-3 German III
512-3 German IV
513-3 Italian I
514-3 Italian II
515-3 Latin I
516-3 Latin II
519-3 Spanish I
520-3 Spanish II
521-3 Spanish III
522-3 Spanish IV

BUSINESS EDUCATION

601-1 Accounting I (1st Semester)
602-2 Accounting II (2nd Semester)
603-1 Accounting III (1st Semester)
604-2 Accounting IV (2nd Semester)
605-0 Business Law (Either Semester)
606-2 Business Communication (2nd Sem.)
607-1 Business English (1st Semester)
609-0 Clerical Off. Prac. (Either Sem.)
610-1 Data Processing I (1st Semester)
611-2 Data Processing II (2nd Sem.)
612-0 Office Machines (Either Sem.)
613-1 Shorthand I (1st Semester)
614-2 Shorthand II (2nd Semester)
615-1 Shorthand/Transcription III
(1st Semester)
616-2 Shorthand Transcription IV
(2nd Semester)
617-0 Simulated Office Practice
(Either Semester)
618-1 Typing I (1st Semester)
619-2 Typing II (2nd Semester)
620-1 Typing III (1st Semester)
621-2 Typing IV (2nd Semester)
622-1 Typing-Intermediate I (1st Sem.)
623-2 Typing-Intermediate II (2nd Sem.)
624-0 Typing-Personal (Either Semester)
624-1 Typing-Personal (1st Semester)
625-3 Business Math

ART

701-0 Intro. to Art I (ceramics, fabrics,
jewelry) (Either Semester)
701-1 Intro. I (ceramics, fabrics,
jewelry)(1st Semester)
702-0 Intro. II (Phot., Draw.)(Either Sem.)
702-1 Intro. II (Phot., Draw.)(1st Sem.)
703-0 Advanced Art (ceramics, fab.)
(Either Semester)
703-1 Advanced Art (ceramics, fab.)(1st Sem.)
703-2 Advanced Art (ceramics, fab.)(2nd Sem.)
704-0 Advanced Art (draw. paint.)(either Sem.)
704-1 Advanced Art (draw. paint.)(1st Sem.)
704-2 Advanced Art (draw. paint.)(2nd Sem.)
705-0 Advanced Art (jewelry)(Either Sem.)
705-1 Advanced Art (jewelry)(1st Sem.)
705-2 Advanced Art (jewelry)(2nd Sem.)
706-0 Advanced Photography (either Sem.)
706-1 Advanced Photography (1st Sem.)
706-2 Advanced Photography (2nd Sem.)
707-1 Independent Study (1st Semester)
707-2 Independent Study (2nd Semester)

INDUSTRIAL ARTS

721-1 Electricity I (1st Semester)
721-2 Electricity II (2nd Semester)
723-1 Electricity III (1st Semester
723-2 Electricity IV (2nd Semester)
725-1 Graphic Arts I (1st Semester)

INDUSTRIAL ARTS Cont.

725-2 Graphic Arts II (2nd Semester)
727-1 Graphic Arts III (1st Semester)
727-2 Graphic Arts IV (2nd Semester)
729-1 Graphic Arts V (1st Semester)
729-2 Graphic Arts VI (2nd Semester)
731-0 Home Mechanics (Either Semester)
733-1 Mech. Drawing I (1st Semester)
733-2 Mech. Drawing II (2nd Semester)
735-1 Mech. Drawing III (1st Sem.)
735-2 Mech. Drawing IV (2nd Semester)
737-1 Mech. Drawing V (1st Semester)
737-2 Mech. Drawing VI (2nd Semester)
739-1 Metal I (1st Semester)
739-2 Metal II (2nd Semester)
741-1 Metal III (1st Semester)
741-2 Metal IV (2nd Semester)
743-1 Metal V (1st Semester)
743-2 Metal VI (2nd Semester)
745-3 Power Mech. I & II (Full Year)
747-1 Power Mech. III (1st Semester)
747-2 Power Mech. IV (2nd Semester)
749-1 Woodworking I (1st Semester)
749-2 Woodworking II (2nd Semester)
751-1 Woodworking III (1st Semester)
751-2 Woodworking IV (2nd Semester)
753-1 Woodworking V (1st Semester)
753-2 Woodworking VI (2nd Semester)

HOME ECONOMICS

761-1 Child Dev. I (1st Semester)
761-2 Child Dev. II (2nd Semester)
763-1 Clothing & Tex. I (1st Semester)
763-2 Clothing & Tex. II (2nd Semester)
765-1 Creative Foods I (1st Semester)
765-2 Creative Foods II (2nd Semester)
767-1 Clothing Const. I (1st Semester)
767-2 Clothing Const. II (2nd Semester)
769-1 Family Living I (1st Semester)
769-2 Family Living II (2nd Semester)
771-1 Foods/Nut. I (1st Semester)
771-2 Foods/Nut. II (2nd Semester)
773-1 Home Dec. I (1st Semester)
773-2 Home Dec. II (2nd Semester)
775-0 Nursery School (either Sem.)
777-1 Tailoring I (1st Semester)
777-2 Tailoring II (2nd Semester)

MUSIC

781-3 Symphony Band
782-3 Jazz Band
783-3 Stage Band
784-3 Harmony & Theory
785-0 Music Appreciation (Either Semester)
786-3 Brass Ensemble
787-3 Woodwind Ensemble
788-3 Orchestra
789-3 Glee Club
790-3 Glee Club (3 days wk.)
791-1 Humanities
794-2 Twentieth Century Music
795-3 Voice Class I
796-3 Voice Class II
798-1 Majorettes/Phy. Ed.
799-3 Concert Choir

PHYSICAL EDUCATION

300-1 Phy. Ed. 11-12 (1st Semester)
300-2 Phy. Ed. 11-12 (2nd Semester)
305-3 Phy. Ed. 10 male (full year)
306-3 Phy. Ed. 10 female (full year)
307-0 Health) Gr. 10 students scheduled for
) both courses and will be
309-0 Safety) scheduled either semester
Ed.) for each

310-1 Contract Phy. Ed. (1st Semester)
310-2 Contract Phy. Ed. (2nd Semester)

312-1 Health make-up (1st Semester)
312-2 Health make-up (2nd Semester)

314-1 Phy. Ed. make-up (1st Semester)
314-2 Phy. Ed. make-up (2nd Semester)

PHYSICAL EDUCATION Cont.

316-1 Phy. Ed. make-up (1st Sem.)
316-2 Phy. Ed. make-up (2nd Sem.)

318-1 Dr. Ed. make-up (1st Sem.)
318-2 Dr. Ed. make-up (2nd Sem.)

BEATTIE

901-3 Beattie 11 - A.M.
902-3 Beattie 11 - P.M.
903-3 Beattie 12 - A.M.
904-3 Beattie 12 - P.M.

915-1 Beattie Study Hall (1st Sem.)
915-2 Beattie Study Hall (2nd Sem.)

918-3 Ext. Day A.M.) Extended
Ext. Day P.M.) Occ./Voc.Trng.

APPENDIX B

Job Descriptions - High School Administrators

High School Principal

1. The administration of the high school program and school district policy.
2. Public relations and school publicity.
3. Regular evaluation reports on all school personnel.
4. Conducting faculty meetings.
5. The orientation and supervision of office personnel.
6. The orientation of pupils at the opening of the school term.
7. The athletic program in conjunction with the athletic director.
8. The instructional leadership and observation/evaluation of designated teachers and the supervision of all teachers.
9. The development of a program of curriculum improvement in conjunction with the department chairmen and the Director of Secondary Education.
10. Coordinating the selection of textbooks, instructional materials and educational media.
11. Participating in the interview and selection of personnel.
12. The development of departmental budgets.
13. The suspension of students.
14. The maintenance of a calendar of activities for use of the school facilities.
15. The daily announcements and opening exercises.
16. The weekly review of lesson plans of designated teachers.
17. The resolution of student discipline problems through staffing procedures involving counselors, teachers, parents and students in tenth grade.
18. Checking chronic absenteeism and tardiness of students in twelfth grade.
19. Assist in the development of in-service programs in conjunction with department chairmen and Director of Secondary Education.

APPENDIX B (Continued)

20. The supervision of the school activity account.

21. The development of a program of orientation and articulation between junior and senior high.

22. The overall program of building maintenance.

23. The graduation program.

Assistant High School Principal

1. The instructional leadership, observation/evaluation of designated teachers and the general supervision of all teachers.

2. The weekly review of lesson plans of designated teachers.

3. The resolution of student discipline problems through staffing procedures involving counselors, teachers, parents and students in tenth grade.

4. Checking chronic absenteeism and tardiness of students in twelfth grade.

5. Participating in the interview and selection of personnel.

6. Participating in administrative planning and program evaluation.

7. Liaison with the police department, mental health and other community social agencies.

8. Assisting in the orderly beginning of the school day. Getting substitutes organized, seeing that all rooms are covered if teachers are late, etc.

9. The orientation, observation and evaluation of substitute teachers.

10. Supervision of designated student activities.

11. The plant key control system.

12. Supervision of the student bookstore.

13. Student control, inside and outside of the building.

14. The supervision and scheduling of summer school.

15. Administration and supervision of the high school program in the absence of the principal.

16. Preparation of the master teaching schedule and individual student schedules.

17. Additional responsibilities as delegated by the principal.

APPENDIX B (Continued)

Assistant High School Principal

1. The instructional leadership, observation/evaluation of designated teachers and the general supervision of all teachers.
2. The weekly review of lesson plans of designated teachers.
3. The resolution of student discipline problems through staffing procedures involving counselors, teachers, parents and students in eleventh grade.
4. Checking chronic absenteeism and tardiness of students in eleventh grade.
5. Participating in the interview and selection of personnel.
6. Participating in administrative planning and program evaluation.
7. Student teacher assignment and observation and the placement of visiting college students studying teacher education.
8. Student control, inside and outside of the building.
9. Orientation of new staff members.
10. Staff parking arrangements and issuing parking permits to staff and
11. Publication of the Student Handbook.
12. Supervising the sale of school insurance and tickets for all school functions.
13. Supervision of designated student activities.
14. Administration and supervision of the high school program in the absence of the principal and assistant principal.
15. The supervision and scheduling of summer school.
16. Additional duties as delegated by the principal.

APPENDIX C

Report on Absenteeism

TO: DR. HAGUE

FROM: R. MYERS

DATE: APRIL 19, 1978

RE: HIGH RATE OF ABSENTEEISM

As you are aware, we are extremely concerned with the high rate of absenteeism of some of our students. Accordingly, we completed a breakdown of the number of absences from the attendance report that is periodically compiled by the data processing department. This report was dated April 17, 1978, and includes the cumulative absences through the 141st day of school.

The breakdown shows the number of days absent in the left column in intervals of five from zero through 80 for students by grade level. The last column shows the total number of students absent in each of the groups of days absent.

The high school administrative staff strongly recommends that a policy concerning absenteeism be formulated and adopted by the Fox Chapel School Board. The considerations might include a number of days per each semester and/or a total for the year beyond which one might not be passed in a course and ultimately would result in the student not being promoted to the next grade.

It would also seem appropriate to consider cumulative tardiness as an equivalent to a day's absence. This might reduce our tardiness which is a problem, but one which I did not document.

Finally, it might be very appropriate to reopen discussion on the subject of a home-school visitor or a person functioning in some capacity to deal more directly with the parents in the area of school attendance.

APPENDIX C (Continued)

Report on Absenteeism

DAYS ABSENT	10TH	11TH	12TH	TOTAL
0 - 5	143	166	98	407
6 -10	174	142	133	449
11 -15	100	92	126	318
16 -20	61	52	61	174
21 -25	32	45	39	116
26 -30	17	24	27	68
31 -35	7	11	25	43
36 -40	10	8	8	26
41 -45	4	10	5	19
46 -50	1	5	8	14
51 -55	-	2	2	7
56 -60	4	5	3	13
61 -65	2	2	1	5
66 -70	-	2	1	3
71 -75	-	2	1	3
76 -80	-	-	1	1

APPENDIX D

Attendance and Grade Point Analysis 77-78 Grade 10 (Grade 11 - 78-79)

	3.50-UP	3.00-3.49	2.50-2.99	2.00-2.49	1.50-1.99	1.00-1.49	0.50-0.99	0.00-0.49	TOTAL
0-05	29	24	21	10	5	0	0	0	89
6-10	25	27	30	21	12	1	1	0	117
11-15	16	24	24	29	11	3	0	0	107
16-20	8	12	20	19	6	3	1	1	70
21-25	1	6	4	8	9	6	0	0	34
26-30	1	1	7	15	7	7	4	0	42
31-35	0	1	0	3	6	6	2	1	19
36-40	0	0	2	3	3	1	0	1	10
41-45	0	0	0	4	1	2	2	0	9
46-50	0	3	1	1	0	2	1	2	10
51-55	0	0	0	1	2	0	0	1	4
56-60	0	0	0	0	0	1	1	0	2
61-UP	0	0	0	0	0	0	2	7	9
TOTAL	80	98	109	114	62	32	14	13	522

APPENDIX D (Continued)

Attendance and Grade Point Analysis 77-78 Grade 11 (Grade 12 - 78-79)

	3.50-UP	3.00-3.49	2.50-2.99	2.00-2.49	1.50-1.99	1.00-1.49	0.50-0.99	0.00-0.49	TOTAL
0-05	48	21	21	7	5	0	0	0	102
6-10	26	40	30	14	7	1	0	0	118
11-15	20	21	25	19	8	1	0	0	94
16-20	6	11	14	15	7	3	0	0	56
21-25	3	3	11	14	2	2	0	0	35
26-30	1	3	16	7	7	3	0	0	37
31-35	2	2	4	6	3	3	1	0	21
36-40	0	0	2	6	3	2	0	0	13
41-45	0	0	4	4	1	3	0	0	12
46-50	0	0	0	1	3	2	1	1	8
51-55	0	1	0	1	1	2	1	0	6
56-60	0	0	1	0	0	1	2	0	4
61-UP	0	0	0	0	3	8	6	3	20
TOTAL	106	102	128	94	50	31	11	4	526

APPENDIX D (Continued)

Attendance and Grade Point Analysis 77-78 Grade 9 (Grade 10 - 78-79)

	3.50-UP	3.00-3.49	2.50-2.99	2.00-2.49	1.50-1.99	1.00-1.49	0.50-0.99	0.00-0.49	TOTAL
0-05	19	25	20	18	9	[illegible]	1	0	96
6-10	29	31	26	25	19	9	1	1	141
11-15	12	18	17	20	16	10	4	0	97
16-20	7	16	21	18	18	7	6	0	93
21-25	3	3	4	8	5	9	3	1	36
26-30	5	1	2	8	10	6	1	0	33
31-35	0	1	1	2	4	1	0	0	9
36-40	0	1	1	1	2	4	0	0	9
41-45	0	0	2	1	1	0	1	0	5
46-50	0	0	0	0	1	0	1	0	2
51-55	0	0	0	1	1	0	0	0	2
56-60	0	0	0	0	1	0	0	0	1
61-UP	0	0	1	0	0	0	3	1	5
TOTAL	75	96	95	102	87	50	21	3	529

APPENDIX E

STATE:

CITY:

SCHOOL:

NAME:

Please fill in DATE, NAME, SCHOOL, CITY and STATE above; then complete NAME grid below.

FIRST INITIAL	LAST NAME										
A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

STUDENT ID				SITE ID	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

USE A NO. 2 PENCIL ON A HARD SURFACE. CHECK THIS SHEET BEFORE HANDING IT IN. COMPLETELY ERASE ANY ERRORS.

INSTRUCTIONS

In developing school programs, it is important to know what students think about various aspects of their life and educational environment. This questionnaire has been designed to give you an opportunity to express your opinions based on your experiences over the past year.

For each statement, fill in the one number which shows the extent of your agreement or disagreement with the statement. Each statement can be answered "1", "2", "3", "4", or "5". If you fill in a higher number (4 or 5), it means that you agree with what the statement says. For example, a "5" means that you strongly agree with what the statement says while a "4" means that you just agree with the statement. If you fill in a lower number (1 or 2), it means that you disagree with what the statement says. For example, "1" means that you strongly disagree with what the statement says while a "2" means that you just disagree with the statement. A "3" means that you're not sure how much you agree or disagree. Remember, fill in only one number for each statement.

USE THIS SCALE FOR ALL STATEMENTS

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
1	2	3	4	5

(Choose and fill in only ONE of each set of five numbers)

1. There is a great deal being taught at my school that is useful for me as a person 1 2 3 4 5
2. The teachers at my school do not seem to know enough about what they're teaching 1 2 3 4 5
3. The facilities at my school are old and out-dated . . 1 2 3 4 5
4. I've learned a lot from my school program. 1 2 3 4 5
5. My school counseling program has shown me some interesting things about different careers . . . 1 2 3 4 5
6. My school has a lot of books and equipment that I can use to help myself learn. 1 2 3 4 5
7. The experiences I get in my school learning sessions have not really helped me to learn 1 2 3 4 5
8. Most of the courses in school are useful 1 2 3 4 5
9. There are very few people in my school that I can go to when I have a personal problem 1 2 3 4 5
10. I'd say school was really worthwhile 1 2 3 4 5
11. My school does not have very good equipment to help learning 1 2 3 4 5
12. The counseling program at my school has been good for me 1 2 3 4 5
13. I used many new materials to help me in my school work 1 2 3 4 5
14. My school uses a variety of ways to help us learn - not just a classroom and teacher 1 2 3 4 5
15. Some of the ideas I've gotten in school have helped me get interested in some new area. 1 2 3 4 5
16. School has always been boring - I can hardly wait until I'm out 1 2 3 4 5
17. Education, even vocational education, doesn't help with your job when you leave school 1 2 3 4 5
18. My parents are not very excited about the education I am getting 1 2 3 4 5
19. My school program has not been very good 1 2 3 4 5
20. Much of what I learn in school can be used in a job. . . . 1 2 3 4 5
21. I like school because I learn a lot of new things there 1 2 3 4 5
22. The people who run my school probably do not enjoy what they're doing. 1 2 3 4 5
23. Not much of the advice I have gotten in my school has helped me decide on what I want for my future. 1 2 3 4 5
24. My school's counseling program isn't really helping me get ready for things I'll do after I graduate 1 2 3 4 5
25. The teachers I've had in my school have not been very interesting 1 2 3 4 5
26. School is not doing enough to prepare me for the life I'll lead after I graduate 1 2 3 4 5

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1700 MARKET STREET

CONTINUED ON OTHER SIDE

Optical Forms, Inc. [illegible]

APPENDIX E (Continued)

USE A NO. 2 PENCIL ON A HARD SURFACE. CHECK THIS SHEET BEFORE HANDING IT IN. COMPLETELY ERASE ANY ERRORS.

USE THIS SCALE FOR ALL STATEMENTS

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
1	2	3	4	5

STUDENT ID

SITE ID

(Choose and fill in only ONE of each set of five numbers)

27. I don't know what is important to me in looking for a job . . . 1 2 3 4 5
28. I know what kind of job I want to get . . . 1 2 3 4 5
29. I keep changing my occupational choice . . . 1 2 3 4 5
30. You should choose an occupation, then plan how to enter it . . . 1 2 3 4 5
31. I know the educational requirements for jobs that I'm interested in . . . 1 2 3 4 5
32. I don't know how to fill out a job application. . . . 1 2 3 4 5
33. I don't know what courses I should take in school to prepare for careers that interest me. . . . 1 2 3 4 5
34. When you are choosing a job, you should consider what kind of person you are . . . 1 2 3 4 5
35. Once you choose a job, you can't choose another one . . . 1 2 3 4 5
36. I don't know which kind of work I should choose . . . 1 2 3 4 5
37. I know what kinds of jobs I would not like to have. . . . 1 2 3 4 5

38. I am not going to worry about choosing a job since you don't have anything to say about it anyway . . . 1 2 3 4
39. I'm not going to worry about choosing an occupation until I'm out of school . . . 1 2 3 4
40. I don't know whether or not I'll have to go to college to get the job I want . . . 1 2 3 4
41. I know what kind of work would fit my personality . . . 1 2 3 4
42. I have little or no idea of what working will be like . . . 1 2 3 4
43. I don't know how to go about getting into the kind of work I want to do . . . 1 2 3 4
44. It takes a lot of planning to prepare for the career you want . . . 1 2 3 4
45. I know what kinds of jobs I would be good at. . . . 1 2 3 4
46. Early planning is important for getting a good job . . . 1 2 3 4
47. I don't know what kinds of jobs I would enjoy . . . 1 2 3 4
48. I know very little about the requirements of jobs. . . . 1 2 3 4

49. I don't say much at social affairs because I'm afraid that people would criticize me or laugh if I say the wrong thing . . . 1 2 3 4 5
50. I realize that I'm not living very effectively, but I just don't believe that I've got it in me to use my energies in better ways . . . 1 2 3 4 5
51. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me. . . . 1 2 3 4 5
52. I am frequently bothered by feelings of inferiority . . . 1 2 3 4 5
53. In order to get along and be liked, I tend to be what people expect me to be rather than anything else. . . . 1 2 3 4 5
54. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me sure of myself . . . 1 2 3 4 5
55. I feel self-conscious when I'm with people who have a superior position to mine in business or at school. . . . 1 2 3 4 5
56. Very often I don't try to be friendly with people because I think they won't like me . . . 1 2 3 4 5
57. I feel that I'm a person of worth, on an equal plane with others . . . 1 2 3 4 5
58. I feel that I'm a worthwhile person and there's no reason why other people should dislike me . . . 1 2 3 4 5

59. I sort of only half-believe in myself. . . . 1 2 3
60. I feel confident that I can do something about the problems that may arise in the future. . . . 1 2 3 4
61. I guess I put on a show to impress people. I know I'm not the person I pretend to be . . . 1 2 3 4
62. I do not worry or condemn myself if other people pass judgement against me . . . 1 2 3 4
63. I don't feel as "normal" as I would like to. . . . 1 2 3 4
64. When I'm in a group I usually don't say much for fear of saying the wrong thing . . . 1 2 3 4
65. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them. . . . 1 2 3 4
66. I feel that I'm on the same level as other people and that helps to establish good relations with them . . . 1 2 3 4
67. I live too much by other people's standards . . . 1 2 3 4

1 2 3 4

68. I can be comfortable with all kinds of people . . . 1 2 3 4 5
69. I don't believe in spending much time and energy in doing things for other people . . . 1 2 3 4 5
70. I usually ignore the feelings of others when I'm accomplishing some important end . . . 1 2 3 4 5
71. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them . . . 1 2 3 4 5
72. I see no objection to stepping on other people's toes a little if it'll help me get what I want in life . . . 1 2 3 4 5
73. I try to get people to do what I want them to do, in one way or another . . . 1 2 3 4 5
74. I feel neither above nor below the people I meet . . . 1 2 3 4 5

75. There are very few times when I compliment people if I don't know them well . . . 1 2 3 4
76. I prefer to be alone rather than have close friendships with any of the people around me . . . 1 2 3 4
77. I believe that people should get credit for their accomplishments, but I seldom come across work that deserves praise . . . 1 2 3 4
78. I feel that for the most part you have to fight your way through life. That means that people who stand in the way will be hurt . . . 1 2 3
79. If people are weak and inefficient, I'm inclined to take advantage of them. I believe you must be strong to achieve your goals . . . 1 2 3 4
80. I don't see much point in doing things for others unless they can do you some good later on . . . 1 2 3 4

APPENDIX F

FOX CHAPEL AREA SCHOOL DISTRICT
611 Field Club Road
Pittsburgh, PA 15238
963-9600 782-3405

ATTENDANCE POLICY

The educational process involves a regular continuity of instruction, classroom participation, learning experiences, and study in order for students to attain the planned educational outcomes. The interaction of students with one another in the classroom and their participation in planned learning activities under the supervision of school personnel are vital to the learning process.

Absence of students from classes disrupts the continuity of the educational process, and the benefit of regular classroom instruction once lost, can never be regained. The school cannot teach students who are not present as evidenced by the positive correlation between school attendance and quality point average. In an effort to improve student attendance, the following guidelines shall be followed:

A. Excused Absences

The compulsory attendance law requires a child of compulsory school age to be in attendance at school, unless absent for an approved reason, and charges the parent of the child with the responsibility for such attendance. Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which shall be no later than at the age of eight years, until the age of seventeen, or until graduation from a regularly accredited senior high school, whichever occurs first.

The following reasons as found in Title 22, Pennsylvania Code, Chapter 11, Pupil Attendance of the Regulations of the State Board of Education of Pennsylvania, are the only reasons for an approved absence from school:

1. Religious Holidays

   a. A pupil may be excused from school for observance of bona fide religious holidays by particular religious groups in accordance with policies of the District's Board of School Directors.

   b. A pupil's absence from school for bona fide religious holidays should be recorded as an excused absence. There shall be no penalty attached to such an absence.

2. Health Care

   A pupil may be excused during school hours for the purpose of obtaining non-school professional health care under the following circumstances:

a. The health services are rendered by state licensed practitioners.

b. There has been established reasonable cooperation between the school authorities and the practitioners in providing services to school children outside school hours.

c. The time of necessary absence from school involves a minimum of interference with school work.

3. Illness or Other Urgent Reasons

Every principal or teacher may upon receipt of satisfactory evidence of mental, physical, or other urgent reasons excuse a child for non-attendance during a temporary period, but the term "urgent reasons" shall be strictly construed and shall not permit irregular attendance.

4. Educational Tours and Trips, Not School Sponsored

Upon receipt of a written request from the parents of the pupils involved, pupils may be excused from school attendance to participate in an educational tour or trip provided during the school term at the expense of the parents when such tour or trip is so determined by the District Superintendent to serve an educational purpose and pupil participants therein are subject to direction and supervision by an adult acceptable to the District Superintendent and to the parents of the pupils concerned, subject to the following conditions:

a. Educational tours or trips will be considered for approval if the District Superintendent determines that such tour or trip will be of educational significance to the student. In order for the District Superintendent to make such a determination, the parent shall provide a written request for excusal on a form provided by the School District, which shall indicate the days to be missed, the destination of the tour or trip, and the reason why the tour or trip could not be taken on days when school is not in session.

b. Unless some emergency arises, such requests shall be made at least two weeks prior to the date of the tour or trip.

c. Unless some unusual family circumstances exist, such tours or trips shall not be approved during the final two weeks of the school term.

d. If more than one child in a family will be taking the tour or trip, the request for all the children shall be included in the request made to the principal of the oldest child, with the name and school of each involved child noted in the request so that their absences may be cleared with the appropriate principals.

e. All school work missed during the approved tour or trip shall be made up on the initiative of the student and at the reasonable convenience of the teacher.

f. It is not the intent of this policy to grant excused absences for tours or trips to local points of interest, attendance at sports events, hunting or fishing trips, shopping trips, limited family functions, or solely to accompany the family on vacation.

5. Other Absences

Absences for tutorial work, graduation preparations, work study programs, homebound instruction, tutoring and attendance at non-public or public schools, to the extent provided in the Regulations.

B. Unexcused Absence from Class

For each day of absence from class judged as unexcused by the school administration in accordance with the compulsory school attendance laws, the student shall receive a failing (F) grade for the daily work in that class subject to the provisions of those absences set forth in the next paragraph.

Only the principal or his designee may excuse a student from attending a class. After the third unexcused class absence, the student shall receive a failing (F) grade for the current nine week grade period, except that the student will have the option of attending a supervised one half day (8:00 A.M. - 12 Noon) make-up session held on Saturday for the purpose of completing an educational project assigned by his regular subject teacher(s). If the work is completed, the regular subject teacher shall assign a grade to it and include it in the nine week grade evaluation.

Students who have not been granted an excused absence will not be permitted to make up any written work or to take any tests or examinations missed during such absences.

In the Senior High School, the final exam in considered to be 1/5 of the final grade. In cases where final exams are missed, unless the principal has granted an excused absence and the right to take a make-up exam, the final grade will be diminished accordingly.

While the final exam in the Junior High School does not carry the same weight as in the Senior High School, the same general procedure will be followed.

In all cases, final grades and report cards will be issued even though written examinations may have been missed.

If the unexcused absences from school total more than ten for a semester or twenty for a full year on the last day of the semester or year, the student shall not be granted credit toward graduation or promotion for any of the semester courses or yearly courses or grade levels in which he is enrolled.

Subject to the provisions of the preceding paragraph, students who miss 60 or more days of school in any school year whether excused or unexcused (30 days in the first semester in the case of seniors planning to graduate at the end of the first semester), shall have their year's work reviewed by a Promotion Committee to determine whether or not they can be promoted or graduated.

The Promotion Committee shall consist of:

a. Appropriate Director

b. Principal of the Appropriate School

c. The Student's Guidance Counselor

d. Two Classroom Teachers.

C. Tardiness

Students must report directly to the office upon their arrival to school after the tardy bell has rung. They will be issued a permit to report to the class currently in session. Failure to report to the office after entering the building will result in an unexcused absence being recorded for the entire day.

Each group of three class tardies shall be considered as one unexcused class absence. Each group of three tardies to school shall be considered as one unexcused absence from school for purposes of state accounting.

D. Teacher and Administrative Staff Responsibility

Attendance shall be checked by a method appropriate to each building. A report of those students who are absence shall be made available to all faculty members as early in the days as possible. The list shall be updated with the names of students who are excused early from school or admitted late to school and made available to the faculty members at the close of the school day for the purpose of accounting for students who were not present in class. Each absence for students must be recorded in each faculty member's gradebook.

Parents shall be notified of each instance of unexcused class absence (cut) by a written notice. On the fourth instance of unexcused class absence, the principal shall request a personal conference with the parents at which time they will be informed of the failing grade and the option of the Saturday make-up.

After either the fifth day of absence from school whether excused or unexcused, or after the fifth incident of tardiness and in multiples of ten (10) thereafter, the computer will generate a notice of the fact which shall be mailed to the home, unless circumstances dictate otherwise.

After the tenth absence and/or tardy the guidance counselor will also contact the parents concerning the student's attendance pattern. The school will seek to assist parents and students in resolving the chronic attendance pattern through counseling or referral to the District's Psychological Services.

Additionally, report cards will show the number of class absences, excused or unexcused, the total number of absences from school and the number of times tardy to school. This information will also be recorded on the student's permanent record card.

E. Parental Responsibility

Parents are expected to telephone the school office each day when the student is ill and unable to attend school. After five (5) days of continuous absence, or after the 20th day of cumulative absence, the school may require the parent to verify the student's illness by a written statement from a physician.

Parents are expected to direct students to report to school even when it appears that they may be tardy for reporting.

F. Student Responsibility

Students are expected to report to school each day on time and to report to all classes and study halls on time.

Adopted 8/14/78
mas

Fox Chapel
Senior High School
611 Field Club Road
Pittsburgh, Pennsylvania
15238

ROBERT D. MYERS, Principal
ARTHUR G. GRINDLE, Assistant Principal
LIZBETH A. GILLETTE, Assistant Principal

Telephone: 412-963-9600

APPENDIX G

Letter to Parents

September 14, 1978

Dear

During the previous school year your youngster experienced a high rate of absenteeism from school. While there may be understandable reasons for absenteeism, attendance at school is an important factor in learning.

In an effort to help some of our students experience more academic success in school and improve attendance, I am reorganizing our resources to hopefully find a "better way" to meet our students' needs. A small group of students will be selected to work more closely with the guidance counselors, teachers and other members of the staff during the year so that a greater amount of learning can occur.

The students who participate will take the Stanford Test Of Academic Skills at the beginning and end of the year to measure academic progress. The Student Attitude survey will also be given at the beginning and end of the year to determine if the students' attitude toward themselves and school has changed.

The experience we have with this year's program will help us to make changes in our program to better meet the needs of our students. The results of this year's program will be compiled into a report, but students will not be identified by name in the report.

The program is not mandatory, but I would like to invite
to participate. Please complete the enclosed form and return it in the envelope provided before September 21, 1978.

Sincerely,

Robert D. Myers

APPENDIX G (Continued)

PARENT PERMISSION FORM

____ has my permission to participate in a program at Fox Chapel Area High School that will attempt to improve school attendance and grades.

Parent Signature ____

Date ______________________________

APPENDIX H

STUDY TEAM MEETINGS

Sample Agenda

Chairperson - Grade Level Principal

1. Distribution of Student Educational Program form for Student A.
2. Review attendance data and academic progress.
3. Identification of problems by the group that appear to impede school success.
4. Sharing of successful approaches to reach student.
5. Recommendations from the team for changes in teaching-learning strategy.

APPENDIX I

Teacher ______________________ Student ______________________

Subject ______________________ Date ______________________

Study Team Review Date ______________

I. PRESENT EDUCATIONAL LEVEL

A. (Statement of present levels of educational performance of the student in appropriate subject areas.)

B. Special Problems (Speech, Hearing, Health, etc.)

II. DIAGNOSIS OF LEARNING PROBLEM

1.

2.

3.

III. PRESCRIPTION (Short term objectives)

IV. RECOMMENDATIONS (Use Back)

APPENDIX J

Student Referral Form

A. Identifying Data

1. Name of Student
2. Age
3. Grade

B. The Problem

1. Briefly state the behavior difficulty.

2. Define the problem in light of school progress.

C. Achievement

1. List test grades for the current marking period.

2. Current average of grades.

D. Classroom Behavior

	1	2	3	4	5
1. Attention	Attends to tasks for long period		Attends adequately when interested		Readily distracted, attends to tasks only momentarily
2. Effort	Tries consistently in all tasks		Tries hard in tasks in which interested		Shows little or no effort in most of tasks
3. Attitude toward work	Enthusiastic in most of school activities		Enthusiastic in a few activities		Indifferent; disinterested; inactive

	1	2	3	4	5
4. Insight and understanding	Understands well; quick to grasp ideas		Understands most things fairly well;		Rarely understands; dull
5. Class Discussion	Participates readily and frequently		Participates occasionally; sometimes has good ideas		Seldom participates; does not contribute much
6. Work Habits	Works steadily at all activities		Works when interested; does well in some activities		Uncertain; disconnected; needs supervision

E. Social Relationships

	1	2	3	4	5
1. With classmates	Very well liked		Has some good friends; disliked by others		Generally disliked; unpopular
2. With teachers	Friendly and cooperative		Cooperative but timid		Antagonistic and unfriendly

3. Characterization (check appropriate adjectives)

__ a. stubborn
__ b. courteous
__ c. independent
__ d. selfish
__ e. cheerful
__ f. aggressive
__ g. cooperative
__ h. considerate
__ i. negativistic
__ j. timid
__ k. honest
__ l. straightforward
__ m. reliable
__ n. sensible
__ o. fault-finding

F. Emotional Behavior

	1	2	3	4	5
1. Disposition	Happy, lively, generally very pleasant		Quiet, easy-going and pleasant		Irritable, sensitive, unhappy
2. Enthusiasm	Becomes enthusiastic readily on many occasions		Sometimes becomes enthusiastic about things		Seldom becomes enthusiastic about anything
3. Anger	Excellent self-control; rarely angry		Sometimes becomes angry		Emotional; easily moved to intense anger

4. Depression	Cheerful, active and forward-looking	Depressed by a few things	Easily moved to spells of depression

G. Appearance

1. Dress	Very Neat	Good Taste	Poor Taste	Careless
2. General Appearance	Attractive	Pleasing	Passable	Unattractive

H. Remarks/Recommendations

APPENDIX K

Anecdotal Information Form

From:......................... To:..........................

Please indicate briefly your opinion of...................according to

SELF CONCEPT

GENERAL ATTITUDE

EFFORT

CONDUCT

COURTESY

INFLUENCE ON OTHER STUDENTS

CURRENT ACADEMIC PERFORMANCE

OTHER COMMENTS:

APPENDIX L

INDIVIDUAL READING DIAGNOSTIC CHECKLIST

NAME ____________________

DATE ____________________

Word Recognition	Check	
	1	2
Sight words		
Phonic analysis		
Structural analysis		
Context clues		
Dictionary		
Oral analysis and fluency		
Word told		
Omission		
Insertion		
Repetition		
Reversal		
Intonation		
Phrasing		
Word-by-word		

Silent Reading Behavior	Check	
	1	2
Lip movement		
Eye movement		
Head movement		
Sub-vocalization		
Vocalization		
Finger pointing		
Summary		
(a) Word Recognition Level		
(b) Comprehension		
(c) Instructional		
(d) Expectancy Level		

Comprehension and Study Skills	Check	
	1	2
Vocabulary		
Main idea		
Factual recall		
Sequence		
Locating information		
Using index		
Using table of contents		
Dictionary		
Guide words		
Respelling		
Key words		
Meaning		
Derivations		
Parts of speech		
Multiple meanings		
Organizing		
Classifying		
Summarizing		
Outlining		
Distinguishing importance of ideas		
Following directions		
Graphic aids		

Creative and Critical Reading	Check	
	1	2
Oral retelling		
Figurative language and dialect		
Character analysis		
Making inferences and drawing conclusions		
Cause-effect relationship		
Sensory perception		
Evaluating material read		
Fact and opinion		
Propaganda		
Validity		
Reliability		

CODE FOR EVALUATION

N - Needs to improve
I - Improving
M - Mastery

APPENDIX M

RATIONALE

Diagnosis: an instructional aid, ***Reading Level B,*** is a classroom laboratory that provides an efficient means for diagnosing the reading skills of a student. It also indicates where various skills are covered in the most widely used basal and supplementary instructional programs. By determining the skills a student has not mastered and by knowing where they are taught in available materials, the teacher is able to suggest a variety of means for remediation.

A **diagnosis** lab is not a self-contained instructional system. Rather it is an efficient educational tool that the teacher can utilize in constructing a systematic instructional program for the students. It contains the diagnostic Probes, each of which includes explicitly stated learning objectives. The learning objectives make clear to both student and teacher precisely the skills the student has mastered and those he has not. (See fig. 1.)

In the Prescription Guide each learning objective is correlated with a number of the leading basal reading texts and supplementary materials. This correlation facilitates the use of a variety of materials in the classroom or learning center in meeting the needs of individual students.

The **diagnosis** lab helps both student and teacher. Through the Probes, students become aware of their own strengths and weaknesses. Some will be able to take increased responsibility for their own learning. As a result, the teacher will have greater opportunities to individualize instruction. The **diagnosis** lab thus serves as a catalyst in the creation of a learning system in the classroom.

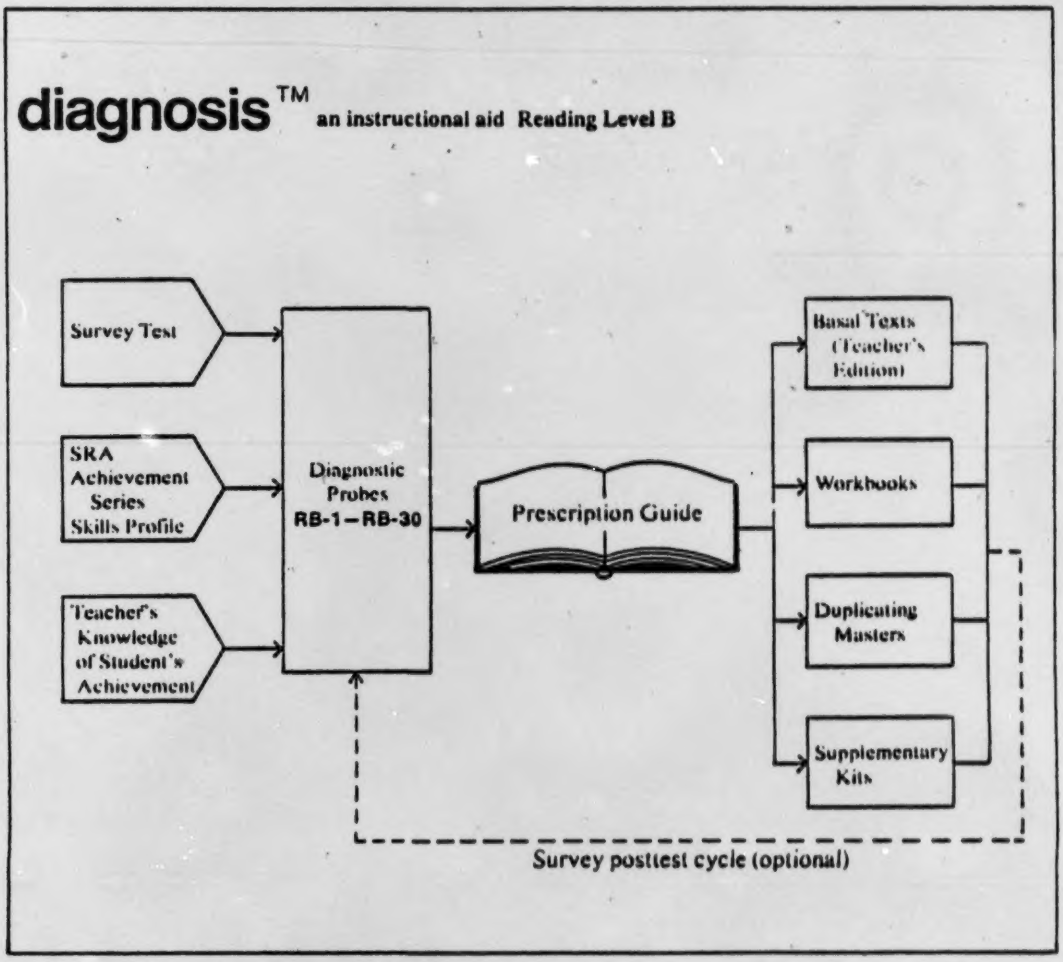
diagnosis™ an instructional aid Reading Level B
Survey Test
SRA Achievement Series Skills Profile
Teacher's Knowledge of Student's Achievement
Diagnostic Probes RB-1—RB-30
Prescription Guide
Basal Texts (Teacher's Edition)
Workbooks
Duplicating Masters
Supplementary Kits
Survey posttest cycle (optional)

Figure 1 STUDENT PROGRESS FLOWCHART

APPENDIX N

READER'S DIGEST Point 31

EVALUATION BOOKLET INSTRUCTIONS

This booklet contains five tests—a Placement Test and four Posttests, one for each of the levels in the *Point 31 Program* and a Progress Chart.

THE PLACEMENT TEST

The Placement Test will help determine a student's reading level and consequent placement in the *Point 31 Program*. It should be administered to each student before he or she begins work in the program. The Placement Test is divided into four sections: A, B, C and D. Section A tests Decoding Level skills; Section B tests Reading Level 1 skills; Section C tests Reading Level 2 skills; Section D tests Reading Level 3 skills.

There are 160 testing items on the Placement Test—40 items per section. You should allow students one 80-minute test session or two 40-minute sessions to complete the test. If students are unable to read the directions for completing the exercises, go over the directions with them, making sure the procedure to be followed is clearly understood.

Reviewing and Interpreting Placement Test Results

A student who fails to answer correctly five or more items *per section* (A, B, C or D) is having difficulty with material at the corresponding Reading Level. Note that some questions contain more than one item. Each item should be counted when reviewing and interpreting the Placement Test. You should check that student's test to determine what his or her particular reading deficiencies are. (Skills tested in each exercise are identified on the Placement Test duplicating master.)

If a student has done poorly on Section A, check to see which exercises in Section A have caused the most difficulty. You might then decide that the student should start at the beginning of *DeCode*, or at a later point in *DeCode*, de-

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pending on the student's actual reading deficiencies and the point at which these skills are covered in *DeCode*.

If, however, a student has done very well on Section A, the Decoding section, having achieved a score of 39 or 40 out of 40 but has scored only 32 out of 40 in Section B, check the types of exercises in Section B that the student has answered incorrectly. You may discover that he or she has had particular difficulty with Level 1 Comprehension Skills. Check the Level 1 Scope and Sequence Charts in the Teacher's Guide for Reader Selections which have accompanying comprehension exercises in the Level 1 Activity Book. Direct the student to these Reader selections and Activity Book comprehension pages.

If your review of the Placement Test shows a student's deficiency is in Level 1 Word Analysis Skills, refer to the Level 1 Scope and Sequence Charts for Activity Book pages and Audio material dealing with that specific word pattern or patterns. Direct the student to those pages and audio components.

Follow this procedure for pinpointing and overcoming students' reading deficiencies as they appear in each of the four sections of the Placement Test.

It is entirely possible for a student to work in two Reading Levels simultaneously, especially when the student's deficiency in the lower of the two Levels is minimal, i.e., limited to one particular reading skill. In cases where the student's deficiencies are more numerous but not severe enough to require starting at the beginning of the lower of the two Reading Levels, do not limit that student to the Reader selections, Activity Book exercises and/or Audio materials in the lower Reading Level that deal *only* with his or her particular reading deficiencies. If the student *enjoys* other Reader selections at the lower Reading Level, do not rush him or her into the more advanced Reading Level. Keep in mind that reading for enjoyment is a significant step towards literacy.

THE POSTTESTS

In addition to the Placement Test, you will find four Posttests in this booklet—one Decoding Level Posttest and one Posttest for each of *Point 31's* three Reading Levels.

Decoding Level Posttest

This Posttest consists of 100 test items which are representative of the skills developed in the Decoding Level. Ten of these items test comprehension skills; 90 of these items test decoding skills. The Decoding Level Posttest should be administered in one 50-minute period or two 25-minute periods when a student has successfully completed the *DeCode* workbook.

Scoring the Decoding Level Posttest

Each test item on the Decoding Level Posttest counts for one point. (If students correct their own work, make sure your copy of the duplicating master with answers is available.)

APPENDIX O

DAILY RECORD SHEET-READING

Name ______________________________ Grade __________

Date	Activity and Material	Evaluation
Mon.		
Tue.		
Wed.		
Thur.		
Fri.		

USE OF WHO AND WHOM

II. USAGE (Test 9, Form A)

APPENDIX P

Name ______________________________

an IOX objectives-based test

DIRECTIONS. Mark an "X" through the word in parentheses that correctly completes each sentence. The example is done for you.

EXAMPLE: For (who, ~~whom~~) are we waiting?

1. Those of you (who, whom) want to come along should tell me today.
2. (Who, Whom) are your close friends?
3. (Who, Whom) answered the telephone?
4. He is the one (who, whom) writes so well.
5. (Who, Whom) are you taking with you?
6. She is a child for (who, whom) all sports are easy.
7. Anyone (who, whom) thinks this is simple should think again.
8. To (who, whom) should I address the letter?
9. (Who, Whom) has he asked to the party?
10. I'm not sure (who, whom) is buying the tickets.

STOP

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APPENDIX Q

ENGLISH SKILL CHECKLIST

Name ____________________ Date ____________________

	DATE	PRE TEST	DATE	POST TEST
Punctuation				
Capitalization				
Abbreviation				
Hyphenation				
Bibliographic Form				
Envelope, Letter & Invitation Form				
Plurals				
Possessives				
Pronoun Referents				
Degree Forms				
Subject - Verb Agreement				
Irregular Past Participles				
Misplaced Modifiers				
Commonly Confused Words				
Parts of Speech				
Verb Tense & Time				
Types of Verbs				
Complete Sentences				
Functions - Parts of Speech				
Types of Subjects				

	DATE	PRE TEST	DATE	POST TEST
Direct Objects				
Sentence Patterns				
Sentence Transformations				
Types of Clauses				
Sentence Precision				
Outlining				
Paragraph Development				
Paragraph Transition				
Types of Paragraphs				
Alphabetization				
Dictionary Use				
Fiction				
Nonfiction				
Dewey Decimal System				
Card Catalogue Use				
Figurative Language				
Sound Patterns				
Figures of Speech				
Literary Elements and Types				

CODE: N - Needs Improvement
I - Improving
M - Mastery

APPENDIX R

ADDITION WITH FOUR–DIGIT DECIMALS

OPERATIONS AND PROPERTIES (Test 10, Form A)

Name______________________________

an IOX objectives-based test

DIRECTIONS. In the answer space for each problem, write the correct answer to the addition problem in the box. The example is done for you.

EXAMPLE: 19.07 + 642.5 =

Answer: 661.57

1. 78.39 + .3986 =

Answer: ______________________

2. 993.8 + .1875 =

Answer: ______________________

3. .2944 + 1.399 =

Answer: ______________________

4. 31.69 + 112.8 =

Answer: ______________________

5. 203.1 + .0086 =

Answer: ______________________

STOP

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APPENDIX S

MATHEMATICS DIAGNOSTIC CHECKLIST

Name ____________________ Date ____________________

SKILLS	DATE	PRE TEST		DATE	POST TEST	COMMENTS:
Subtraction						
Addition						
Multiplication						
Division						
Combined Operations						
Sets						
Fractions						
Decimals						
Percent						
Rational Numbers						
Monetary Measurement						
Linear Measurement						
Liquid Weight						
Distance						
Time						
Rate						
Area						
Volume						
Temperature						
Pressure						
Density						
Ratio						
Proportion						
Graphs						
Statistics						
Probability						
Logic						
Algebraic Operations						
Metric System						

CODE: N - Needs Improvement I - Improving M - Mastery

APPENDIX T

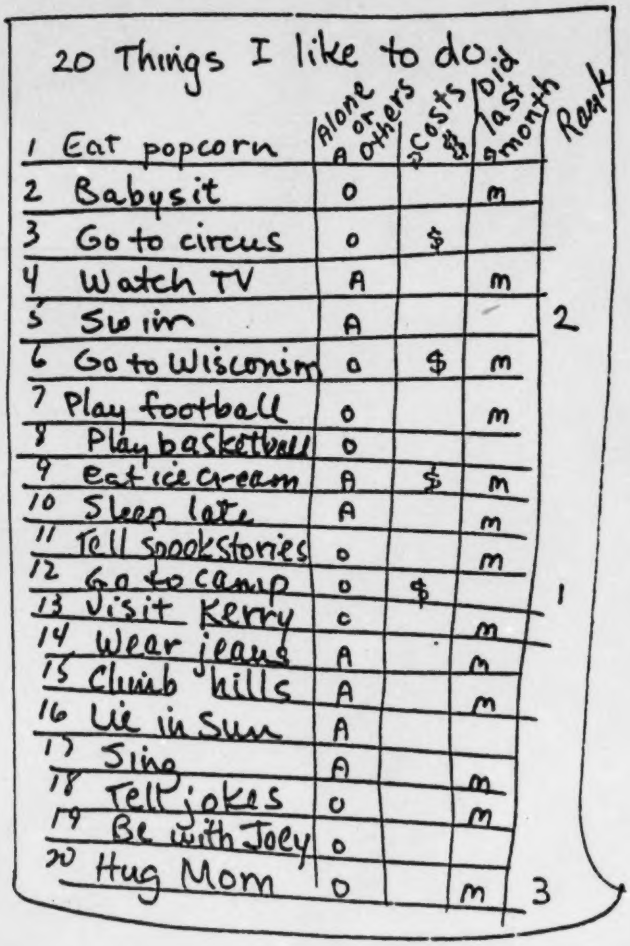
GOAL SETTING
5 lbs.
Report Card
✓ GOAL SETTING

Objectives
Students will:

- a. Identify things they like to do.
- b. See the contradictions between what they do and what they say they like to do.
- c. Practice setting small meaningful goals.
- d. Help each other evaluate appropriate goals.
- e. Set goals to improve at something.
- f. Publicly affirm how they see themselves as goal-oriented people.
- g. Identify from a list of goals which ones are poorly stated.
- h. Be able to explain the five conditions of a successful goal.

Activity 1
Purpose: To increase students' awareness of how their favorite things to do reflect their values; to confront students with the degree of congruency between what they say they like and what they actually do.

Process: Begin the session by having each person number from one to twenty on the left side of a piece of notebook paper, leaving the right half blank. Tell students to list at least ten things (twenty would be better) they like to do—activities they enjoy being engaged in. If they have difficulty getting started, give them examples of the kinds of things that they can write: things they do on vacation, games and sports, activities around the house, things in school, little idiosyncrasies like cleaning their ears, favorite foods to eat, and so forth. You should make your list at the same time they make theirs. Give them five to ten minutes to complete their lists. After their lists are completed, explain that now you are going to give them a code for their lists. Several possible codes are listed here.*



20 Things I like to do.

	Alone or others A o	costs $	Did last month m	Rank
1 Eat popcorn				
2 Babysit	o		m	
3 Go to circus	o	$		
4 Watch TV	A		m	
5 Swim	A			2
6 Go to Wisconsin	o	$	m	
7 Play football	o		m	
8 Play basketball	o			
9 Eat ice cream	A	$	m	
10 Sleep late	A		m	
11 Tell spook stories	o		m	
12 Go to camp	o	$		1
13 Visit Kerry	o		m	
14 Wear jeans	A		m	
15 Climb hills	A		m	
16 Lie in Sun	A			
17 Sing	A			
18 Tell jokes	o		m	
19 Be with Joey	o		m	
20 Hug Mom	o		m	3

---

*This activity, called "Twenty Things You Like To Do," is one of the best values activities around. I first experienced it at an affective education conference with Sid Simon.

Put a P next to an activity if you like to do it best with other people, whether one other person or a whole group. If you like to do it best alone, put an A next to it. If you think no one else in this room has it on his list, put N next to it. If you think you would not want your parents to see it, put SEE next to it. If it costs money everytime you do it, put $ next to it. If you like it best in winter, put W by it. If it is a risky thing to do but you still like it, put R by it. If you could only keep five things, put * by the five you would keep. If you don't think you will be doing this in five years, put −5 next to it. If you wish you did it more, put ✓ by it. Put the date (approximately) when you last did each thing on the list.

You are encouraged to make up other codes that fit your situation. Don't use more than seven or eight codes in any one activity. After the students and you have coded the lists, carry on a discussion about the activity. Ask the following questions:

1. Would anyone like to make an "I learned" statement about this activity?
2. Was anyone surprised by how his list came out?
3. Was it hard to choose a top five?
4. Did anyone discover something about himself he didn't know?
5. Could we share some of the things we listed?

Asking questions that are related to a particular code is also good—for example, "Did anyone have several things on his list that involved taking a big risk?" Finish by having each student complete this sentence on the back of his list: "What I learned from this activity is . . ." (Make sure they file their completed lists.)

Activity 2

Purpose: To relate what students learned yesterday to the idea that goal setting can help you do things you like to do better and more often.

Process: Begin by asking several group members to remember what happened at the last session. Have them take out their lists from the previous session and ask them to find one activity on the list that they would like to set a goal about. Give them a few minutes to identify the activity and the proposed goal. Make copies of the Goal-Setting Worksheet and have students write their goals on it. After each student has stated his goal, you and the group should analyze it to see if it meets the five conditions at the top of the worksheet. If it doesn't meet the conditions, have the group evaluate it and help the student restate it until the goal meets the conditions established for an effective goal. Emphasize the fact that goals can be big or little. It's probably better for them to set small goals at this point.

Repeat this same process of goal statement, group evaluation, and goal restatement for each student. This process will take the entire session. It is important that part of a goal-setting session be devoted to remembering

GOAL-SETTING WORKSHEET

A good goal is one that meets the following five conditions:

1. It must be conceivable—that is, capable of being put into words.
2. It must be within the realm of possibility for the person setting it.
3. It must be controllable. If it involves another person, you need his or her permission.
4. It must be measurable. It must be so stated that, at some point in time, you can say, "I did," or "I didn't."
5. It must be stated with no alternative (no "either-or").

A goal to be accomplished by ______________________ (date)__________

I will ____

Signed ____ what goals were set at the previous session and having those people who were to accomplish their goal by this session report on whether they did accomplish it. Accept no excuses from students who failed to accomplish their goals.

Activity 3
Purpose: To gain practice at identifying goals that are poorly stated.
Process: This is a fairly cognitive activity, so some kids will think you are playing regular teacher on them. Tell them that it is important to do so if they are going to really understand how to set good goals.

Begin by having those who set goals at the last session report to the group. Did they accomplish their goals? NO EXCUSES.

Then discuss again "the five conditions of a good goal." Give them some examples of goals that don't meet the conditions. Here are some:

- *Not conceivable:* "I'm going to really make something of myself." (Not clear—what is "something?")
- *Not possible:* "I'm going to be an Olympic wrestler when I'm fourteen." (Impossible.)
- *Not controllable:* "I'm going to get Miss Jones to like me." (You don't control Miss Jones.)
- *Not measurable:* "I'm going to take out the garbage." (When?)
- *Has alternatives:* "I'm going to read a book or watch TV tonight." (Pick only one, please.)

When you think the students understand the conditions, give them copies of "Ten Goals" (page 78). Working in dyads, they should complete the worksheet while you facilitate. Encourage them to argue about which goals meet which conditions. Here are the answers:

> Goal one: 4; Goal two: 2, 3; Goal three: 5, maybe 4; Goal four: 1, 3; Goal five: 3; Goal six: 3; Goal seven: yes; Goal eight: 1, 2, 3, 4, 5; Goal nine: yes; Goal ten: 1, 3, 4, 5.

Activity 4
Purpose: To help students identify significant goals in their lives; to begin taking action toward accomplishing their goals.
Process: Begin by remembering what happened at the last session. Ask someone to recapitulate the five conditions of a good goal. Distribute the "Goal Distillation" form (page 79) and fill it out in the group. Take them carefully through the whole process. Make the last thing they do a ritual commitment to accomplish one of the goals. (Having them raise their hands, one at a time, and swear that they will do it is one example of a ritual. Another is to have all group members chant their goal out loud after they state it.) Make certain they file their completed forms for later reference.

Activity 5

Purpose: To increase students' confidence that they can improve their skills if they want to.

Process: Begin by having a few students remember what they did two sessions ago. Ask them to remember whether they coded anything that they wanted to do better. After a short discussion, encourage any group member to share "something I would like to do better." After six or seven people have shared what they want to do better, begin to have the group suggest ways that each person could improve at something. As students share what they would like to do better, and as others offer suggestions, make it clear to all that you think all the students could accomplish their goals and learn to do things better. If interest in this activity is high, continue it for a second session.

Additional Process: After talking about this subject for a while, a continuum dealing with this idea would be appropriate. Use the extremes of Always-Improving Inga and Never-Tries Tim. Allow students to put themselves up where they think they belong.

Always- Never-
Improving ———————————————— Tries
Inga Tim

Have them state goals again that meet the criteria for good goals stated earlier. As a final experience in this unit, you might have them use the form "Goals to Accomplish" (page 80) to list several goals they want to accomplish during the coming few weeks. Following this unit, it is recommended that you have the students set goals each week for the remainder of the year.

TEN GOALS

Read over each stated goal and code it in the following way: If it lacks condition 1 (conceivable), put a 1 next to it. If it fails condition 2 (possible), put a 2 by it. If it fails condition 3 (controllable), put a 3 by it. If it fails condition 4 (measurable), put a 4 by it. If it fails condition 5 (no alternative), put a 5 by it. If it meets all five conditions, put "yes" next to it.

1. I will do my homework tonight.
2. I will win the U.S. Open Golf Tournament by June 30th, 1976.
3. Tonight, I will either take out the garbage or watch TV before 10 P.M.
4. By the time I am twenty-one, I will discover something that will revolutionize the world.
5. I will take Cathy out to a show Friday night.
6. I will get an A on my science test Friday.
7. I will get up in time to get to school by 8:15 Monday morning.
8. I will buy my mother the neatest gift ever for Mother's Day.
9. By 3:00 this afternoon, I will invite Cathy to go to my party.
10. I will be picked to be captain of something this year.

Make up two goals that are poorly stated, for sharing with the class.

1. ______________________________

____

____

____

____

2. ______________________________

____

____

____

____

GOAL DISTILLATION

1. **Write down three goals you would really like to accomplish in the next three months.**

   a. ______________________________
   b. ______________________________
   c. ______________________________

2. **Rank order them from most important to least important.**

   1. ______________________________
   2. ______________________________
   3. ______________________________

3. List five things you *could* do to make number 1 come about.

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5 ______________________________

4. Circle any of the five that you will do. If you aren't sure, don't circle.

   Set goals indicating what you will do.

   1. ______________________________
   2 ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________

4. State each goal you will accomplish and indicate the date by which it will be accomplished.

GOALS TO ACCOMPLISH

1. This coming week, I want to accomplish the following goals

In School	At Home
a. ____________________	f. ____________________
____________________	____________________
b. ____________________	g. ____________________
____________________	____________________
c. ____________________	h. ____________________
____________________	____________________
d. ____________________	i. ____________________
____________________	____________________
e. ____________________	j. ____________________

With Friends

k. ____________________

____

l. ____________________

____

m. ____________________

____

n. ____________________

____

o. ____________________

____

2. The three most important goals stated above are
and ______.

3. What might prevent me from accomplishing my goals?

1. ____
2. ____
3. ____
4. ____
5. ____

APPENDIX U

Study Team Evaluation

1. What impressed you most about the study team approach to dealing with student problems?

2. What do you feel needs to be changed in the study team approach to dealing with student problems?

3. Do you feel that there has been a positive change in your interaction with support personnel and principals as a result of your involvement with the study team approach?

   ____ A Great Change ____ Some Change ____ No Change

   Comments: ____________________

   ____

   ____

4. Are you satisfied with the format of the study team meetings?

   ____ Yes ____ No

   Comments: ____________________

   ____

   ____

5. How do you rate the study team effort as a vehicle to help students?

   (very poor) -1 -2 -3 +1 +2 +3 (outstanding)

APPENDIX V

Multi-Discipline Study Team Evaluation

1. What impressed you most about the multi-discipline team approach to dealing with student problems?

2. What do you feel needs to be changed in the multi-discipline study team approach to dealing with student problems?

3. Do you feel that there has been a positive change in your interaction with other personnel as a result of your involvement with the study team approach?

    ___ A Great Change ___ Some Change ___ No Change

4. Are you satisfied with the format of the multi-discipline team meeting?

    ___ Yes ___ No

    Comments: ____

    ____

    ____

5. How do you rate the multi-discipline team effort as a vehicle to help students?

    (very poor) -1 -2 -3 +1 +2 +3 (outstanding)